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ABSTRACT

Guided by the philosophy that each child as an individual with a unique rate and pattern of growth should be taught on his own level, regardless of his age or number of years in school, this language arts program covers the last 15 levels of a 27-level curriculum guide. Specific program objectives for each child include the development of (1) the ability to communicate with others through listening, speaking, writing, and interpreting; (2) a literary and social language; (3) creative, critical thinking and self-evaluation; and (4) sequential basic skills. Each of the levels provides instruction guidelines in the areas of decoding skills, comprehension and literary understanding, language, study skills, and creativity. Also provided for each level are lists of recommended materials, evaluation sheets for both student and teacher, suggested spelling lists, and a bibliography. This guide concludes with lists of lower and upper intermediate language arts activities and of audiovisual materials for skills and literature, a language arts glossary, and teacher reaction sheets. (JM)

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Language Arts Program

(Levels 13-27)

Avon Public Schools, Avon, Connecticut

1972

CS 201 556

PHILOSOPHY OF AVON LANGUAGE ARTS

Each child is an individual with a unique rate and pattern of growth and should be taught on his own level, regardless of his age or the number of years he has been in school.

AIMS AND OBJECTIVES

1. To develop the ability to communicate with and understand others through the inter-relationship of:
    a. Listening
    b. Speaking
    c. Reading
    d. Writing
    e. Interpreting
2. To develop in each child a literary and social language which will be the tool to enable him to progress in other subject areas.
3. To develop creative, critical thinking, and self- evaluation in each pupil.
4. To develop basic skills sequentially.

Flow Chart of Language Arts Skills Introduced

	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
I.I. Decoding Skills															
Phonology															
Consonants	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Consonant Digraphs	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Consonant Clusters			x	x	x	x	x	x	x	x	x	x	x	x	x
Pronunciation Key symbols	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Schwa		x	x	x	x	x	x	x	x	x	x	x	x	x	x
S Spelling patterns	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Stress	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Syllabication	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Vowels	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Morphology															
Base words	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Contractions				x	x	x	x	x	x	x	x	x	x	x	x
Compound Words	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Prefixes	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Suffixes	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Root Words	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Word Derivations			x	x	x	x	x	x	x	x	x	x	x	x	x
II. Comprehension															
Critical Thinking	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Literal and Inferential	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Literary Styles			x	x	x	x	x	x	x	x	x	x	x	x	x
Types of Literature	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Speed reading														x	x
III. Language															
Vocabulary	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Syntax and Mechanics															
Adjectives	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Adverbs	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Antonyms	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Appositive									x	x	x	x	x	x	x
Business Letter					x	x	x	x	x	x	x	x	x	x	x
Capitalization	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Clauses								x	x	x	x	x	x	x	x
Conjunctions				x	x	x	x	x	x	x	x	x	x	x	x
Cursive Handwriting	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Friendly Letter		x	x	x	x	x	x	x	x	x	x	x	x	x	x
Homonyms			x	x	x	x	x	x	x	x	x	x	x	x	x
Nouns	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Prepositional Phrases		x	x	x	x	x	x	x	x	x	x	x	x	x	x
Pronouns			x	x	x	x	x	x	x	x	x	x	x	x	x
Proofreading	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Punctuation	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Sentence Patterns and Structure	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Synonyms	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Verbs	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

Flow Chart of Language Arts Skills(cont.)

IV. Study Skills	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Atlas							X	X	X	X	X	X	X	X	X
Card Catalog						X	X	X	X	X	X	X	X	X	X
Diagrams and graphs		X	X	X	X	X	X	X	X	X	X	X	X	X	X
Dictionary	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Encyclopedia		X	X	X	X	X	X	X	X	X	X	X	X	X	X
Footnotes								X	X	X	X	X	X	X	X
Glossary	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Map reading			X	X	X	X	X	X	X	X	X	X	X	X	X
Note-taking					X	X	X	X	X	X	X	X	X	X	X
Outlining		X	X	X	X	X	X	X	X	X	X	X	X	X	X
Readers' Guide to Periodical Literature									X	X	X	X	X	X	X
SQ3R										X	X	X	X	X	X
Thesaurus	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
World Almanac									X	X	X	X	X	X	X
V. Creativity															
Developing Creative Potentail	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Writing Compositions	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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Level 13

LANGUAGE ARTS
Level Report
Avon, Conn.

Date ____________________

Dear Parent,

______________________________ has completed the Language Arts skills taught at Levels 11/12. The following is an overview of your child's next level.

Overview of Level 13

I. Decoding Skills

- A. Consonant spellings Ex. go, ghost, egg, league
- B. Consonant digraphs Ex. ch, th, sh, th
- C. Short and long vowel spelling patterns
- D. Syllables - identifing number of syllables
- E. Compound words
- F. Prefixes Ex. tele-, auto-, bio-, non-
- G. Suffixes Ex. -ly, -ness, -ion
- H. Word bases Ex. weaker, loudly

II. Comprehension and Literary Understanding

- A. Alliteration, onomatopoeia, and metaphor
- B. Main idea
- C. Recognize autobiography, biography, poetry, folktale, essay, fiction
- D. Analogy and comparison
- E. Appreciation of human values and aesthetics

III. Language

- A. Vocabulary - developing word meanings, using synonyms, using context clues
- B. Word usage
  - 1. Verbs - present and past tense and the spellings
  - 2. Nouns - identify and form plurals
  - 3. Adjectives - identify and recognize comparitive forms (er, est)
  - 4. Adverbs - identify -ly adverbs
- C. Handwriting - cursive forms
- D. Punctuation
- E. Capitalization

IV. Study Skills

- A. Using the dictionary
- B. Introducing the Thesaurus

V. Creativity

- A. Extending experiences before, during and after each story read.
- B. Writing descriptive paragraphs and stories

Level 13 - Language Arts

* Review Skills From Previous Levels

I. DECODINGS SKILLS

A. Phonology (The study of the sound structure of our Language)

1. Consonant spellings

    a. g-go, gg-baggage, gh-ghost, gue-league

2. Consonant digraphs

    a. ch-chair, th-thigh

    sh-share, th-thy

3. Short vowel spelling patterns

    a. VC-at

    b. CVC-cat

    c. CVCC-path

4. Long vowel spelling patterns

    a. CVCe-cave

    b. Long ā (a-e-cake, ai-paid, ay-play, ey-they, eigh-weigh)

    c. Long ē (e-me, ee-meet, ea-meat, y-funny)

    d. Long ī (i-e-five, y-fry, igh-sigh, ie-pie)

    e. Long ō (o-no, o-e-note, ow-blow, oa-boat)

    f. Long ū (Pronounced "yuw" as in use) and music

    Long ü- Pronounced "uw" as in rule and soon (u-e-flute, oo-shoot, ew-few, ue-blue, u-tuba)

5. Construct new words using the above spelling patterns.

6. Syllables

    a. Identify number of syllables in a word by counting the vowel sounds.

7. Decode story words written in Pronunciation Key symbols.

B. Morphology (The study of word structure and word formation.)

1. Compound words

2. Prefixes

    a. tele-, non-, un-, in-, im-, dis-, auto-, bio-

3. Suffixes
    a. -ly, -ion

4. Word bases and word families

    a. loudly, super-loud, louder

    b. telegraph, autograph, phonograph

c. Spelling

1. Relate spelling word, to concepts developed in phonology and morphology - Ex.

    a. VC-(at), -vc(bat), -vcc(bath)

    b. VCe(ate), CvCe(rate)

    c. Long and short vowel rules and irregularities(ā=a-e,ai,ay,ey,eigh)

    d. BASIC DOLCH LIST

2. Proofread all written work for correct spelling.

II. COMPREHENSION

A. Literal and Inferential

1. Analogy and comparison

2. Cause - and - effect

3. Skimming

4. Main ideas

5. Fact and opinion

6. Supporting details

B. Critical Thinking

1. Appreciating aspects of character and plot in humorous adventures.

2. Identifying the imaginative projection into the future in science fiction.

3. Identifying realistic fiction similar to pupils' own experiences

4. Reading autobiography in the form of a letter from an author.

5. Identifying repetition, rhythm, and rhyme in poetry.

6. Reading short expository essays.

7. Identifying the characteristics of a folktale.

8. Reading a short biography.

9. Reading a personal essay.

10. Appreciating the use of symbols in a fairy tale.

III. LANGUAGE

A. Syntax(study of grammatical structure)

1. Verbs-Distinguish between present and past tense forms.

    a. Regular and irregular past tense forms

    b. Adding suffixes -ed and -ing to verbs ending in e.

    c. Distinguish between present and past tense forms.

2. Nouns

    a. Identify nouns as words that name persons, places, and things.

    b. Form plural of nouns by adding -s.

    c. Noun markers(determiners)

3. Adjectives

    a. Identify and name adjectives.

    b. Comparison adjectives (-er and -est).

4. Adverbs

    a. Identify and name adverbs that tell "how"(-ly form).

5. Identify statements, questions and commands.

B. Semantics(The exploration of meaning assigned to words and groups of words)

1. Identifying phrases which relate to the meaning of given story words.

2. Using context clues to discover word meaning.

3. Distinguishing between words which imply probability and those which imply certainty.

4. Identifying two or more meanings for story words used as puns.

C. Handwriting

1. Review all cursive forms.

2. Review joining of cursive letters.

3. Extension of cursive writing into all subject areas.

4. Proofreading written work for correct handwriting forms.

D. Mechanics

1. Punctuation signals

a. Comma

b. Exclamation point

c. Hyphen

d. Period

e. Quotation marks

f. Question mark

2. Capitalization

a. First word of a sentence

b. Important words in titles

c. First word in direct quotation

d. Proper names, days of week, months, holidays, streets, cities, countries.

e. Personal pronoun "I"

IV. STUDY SKILLS

A. Using the Dictionary

1. Alphabetical order

2. Guide words

3. Entry words

a. Syllables, accents, respelling, meaning

4. Pronunciation key

B. Introducing the Thesaurus

1. Cross references

2. Synonyms and antonyms

V. LITERARY UNDERSTANDING

A. Rhetoric and Literary Skills

1. Identify and use appropriate words related to character setting, and plot

2. Metaphor

3. Onomatopoeia

4. Alliteration

5. Rhyme, rhythm and meter

6. Types of literature

    a. Fiction

    b. Nonfiction

    c. Autobiography

    d. Folktale

    e. Fable

    f. Biography

    g. Essay (personal and expository)

    h. Fairy tale

    i. Poetry

B. Human Values and Aesthetics

1. To encourage additional reading of humorous adventure and to appreciate their humorous aspects.

2. To show that in helping one helps oneself.

3. To broaden understanding of relative points of view.

4. To encourage appreciation of classic literature.

5. To enlarge aesthetic appreciation of the natural world.

6. To point out the humorous effect of the literary techniques of exaggeration and repetition.

7. To strengthen insight into the problems of people first encountering a second language.

8. To recognize the universality of human behavior.

9. To increase awareness of the problems of communication within ourselves and with others.

10. To recognize the word as the most important sign in human communication.

VI. CREATIVITY

A. Developing Creative Potential

1. Listening to recordings of poems and stories.

2. Presenting choral readings of poems.
3. Creating original signs and symbols.
4. Preparing special dictionaries related to selections.
5. Constructing roller movies and "teaching machines."
6. Role-playing situations related to stories.
7. Dramatizing dialogue.
8. Dramatizing stories presented, using costumes, props, and scenery.
9. Completing open-ended stories.
10. Taking field trips to locations of interest, such as to a school for the deaf or the blind, to a wild life sanctuary or a zoo, or to a post office.
11. Preparing exhibits on topics related to selections.
12. Drawing and painting pictures for classroom display.
13. Making wood, clay, pâper-maché, or other objects in a variety of media.

B. Composition

1. Writing descriptive paragraphs about topics related to the selection.
2. Summarizing themes.
3. Writing story endings.
4. Writing original poems.

VII. MATERIALS

A.. Required - Holt, Rinehart and Winston, Inc.

1. Time To Wonder - Units 1 and 2
    a. Text(pupil and teacher's handbook)
    b. Workbook
    c. Satellite Books
        1. Unit 1 - You're in School Now Charlie Brown
           The Apple and the Envelope
        2. Unit 2 - Throw Out Wednesday
           Do You Wonder?
    d. AV Material

1. Recordings - Unit 1 - "Books Fall Open"

    "Sarah Cynthia Sylvia Stout"

    "The Quarrel"

    "Pen and Pencil"

    "David McCord Interview"

2. Unit 2 - "English"

    "Names for Twins"
    "Knowing Words"
    "Ululation"

3. Sound Filmstrips - Unit 1 - "The Boy Who Changed His Mind"
    "Spoken and Written Language"
    "Surprise in the Attic"

4. Unit 2 - How We Communicate

    "The Boy Who Wouldn't Talk"

B. Alternate Reading Program - approval of Reading Department:

1. McGraw Hill - Programmed Reading

2. Merrill, Charles - Merrill Readers

3. Scott Foresman

4. Ginn 360

C. Supplementary Materials

1. Language

    a. Holt, Rinehart and Winston, Inc. - The Arts and Skills of English - Books 3 and 4(sample copies of workbook)

    b. Laidlaw - Adventures in English - Book 3
    Exploring in English - Book 4
    (Activity Sheets and Tests)

    c. Scott, Foresman - Language and How To Use It - (Activities Books 3 and 4 sample copies and records)

    d. Harcourt, Brace and World - The Roberts Series - Books 3 and 4 (workbooks)

    e. Random House - The Writing Bug Kit (filmstrips, tapes, activity cards)

    f. Ginn - Creativity Idea Books: Can You Imagine? For Those Who Wonder

    g. Harcourt, Brace and World - Much Majesty Book 4

h. Laidlaw - Magic and Laughter Book 4

i. Random House - Windy Hills Book 4

j. Lippincott - Reading for Meaning Book 4

k. Paperbacks

    1. Scholastic Individualized Reading Kits

    2. Limited copies of assorted paperbacks

l. Barnell Loft,Ltd.- Capitalization and Punctuation - Sets C and D Individualized Kit

2. Spelling

    a. 220 Basic Dolch List

    b. Scott, Foresman - Spelling Our Language - Book 4

    c. Webster, McGraw Hill - Basic Goals in Spelling - Book 4

    d. Noble and Noble - Spell/ Write - Book 4

    e. Economy Co. - Continuous Progress Spelling Kit

3. Handwriting

    a. Lyons and Carnahan - The New Phonics We Use -C-D-E-F-G

    b. Barnell Loft, Ltd. - Specific Skills Series - C-D-E-F (Main Idea, Sequence, Context, Sounds, Following Directions, Locating The Answers, Getting the Facts, Drawing Conclusions)

    c. Teacher made materials (see Activities Section of Guide)

    d. Library filmstrips and tapes

    e. SRA Reading Labs - IC and IIA

    f. EDL Controlled Reader and Language Master

    g. Continental, Hayes, Jen Duplicating Masters

    h. Educators Publishing -Wordly Wise - Book 1 service

    i. Dictionary and encyclopedia

    j. Dr. Herr - Crossword Puzzles -Book 2

VIII. EVALUATION

A. Required:

1. Holt, Rinehart and Winston - Evaluation Masters for Individual stories
2. Holt, Rinehart and Winston - End of Unit Tests (13A, 13B)
3. Teacher Made Tests

B. Optional:

1. Informal Reading Inventory
2. Gates - Mac Ginite Test - standardized
3. Metropolitan Achievement Test
4. Botel Inventory of Phonetic Skills

Level 13a - Evaluation
Language Arts

Name______________________ Date_____________________

Reading and Language Total: 100 points

A.1. Look at the following words. Count the number of syllables in each word and and write the number in the blank. Underline the vowel letters in each syllable. Example: wonderful 3

1. magnificent ______
2. recipe ______
3. inventing ______
4. cinnamon ______
5. nearest ______
6. himself ______
7. suddenly ______
8. television ______
9. geography ______
10. practically ______

(10 points)

2. Look at the following one-syllable words. Decide if the vowel sound is long or short. In the blank after each word, write long if the vowel sound is long and short if it is short.

1. stuff ____________
2. stand ____________
3. made ____________
4. fast ____________
5. rain ____________
6. must ____________
7. mitt ____________
8. note ____________
9. broke ____________
10. base ____________

(10poings)

3. Read the following words and underline all the letters that spell the g sound as in go.

1. ago
2. ghost
3. shrugged
4. vague
5. gasps
6. soggy
7. target
8. league
9. ugly
10. snuggled

(5 points)

Level 13a - Evaluation
Language Arts

Name________________________ Date________________________

4. Before each sentence is a verb ending in e. In the blank in each sentence, write the -ing form of the verb.

   1. make: The three children were __________ candy.
   2. hate: We could not go on ______________ one another.
   3. balance: The baby jay was ______________ on the edge.
   4. choke: Alvin started _____________ on the hot mixture.
   5. settle: Miss Kirby had a way of ______________ the affair.

(5 points)

5. Look at the following two lists of words. Combine a word from the list at the left with one from the list at the right to form a compound word. In the blank in each sentence below the lists, write the compound that seems to fit best. Use each word and each compound only once.

play	body	1. ________________________
some	ends	2. ________________________
him	ball	3. ________________________
week	ground	4. ________________________
base	self	5. ________________________

   6. Margie did not have school on ____________________.
   7. Jamie loved to play ____________________.
   8. The children came in from the ____________________.
   9. ________________ had stolen Nick's dollar.
   10. Reggie helped to make the cage __________________.

(5 points)

6. Each word in the list below has one or more of the word parts tele-, auto-, bio- or graph. Read the sentences that follow and find a word from the list to fit in the sentence. Write that word in the blank.

telephone
autograph
telescope
geography
telegraph
autobiography

   1. The young fan asked the star fielder to _______________ his baseball.
   2. The Morse Code is used for __________________ messages.
   3. Stars seem so much closer when viewed through a __________________.

Level 13a - Evaluation
Language Arts

Name______________________ Date______________________

4. David McCord has written his________________________ in the form of a letter.

5. The ______________________ rang three times and stopped.

(5 points)

7.6. Read the list of words below. Then read the sentences that follow. Find a synonym in the list for the underlined word in each sentence. Write the letter of that synonym in the blank before the sentence. The first one is done for you.

a. fledgling
b. blustery
c. bothering
d. nearest
e. shrieked
f. amazing
g. gingerly
h. ducked
i. mistake
j. shuffled

d 1. Reggie was always the closest to the door at the final bell.

__ 2. He held the jay gently in his hands.

__ 3. Whoever stole Nick's dollar made an error in judgment.

__ 4. It was a wet and windy day.

__ 5. Jamie lowered her head as her face got red.

__ 6. It was surprising what a relief a spelling lesson could be.

__ 7. Pencils dropped, and feet scuffled along the floor.

__ 8. The baby bird could not yet fly.

__ 9. The fans screamed as the run was scored.

__ 10. The two brothers were annoying each other.

(10 points)

B. Comprehension and Literary Skills

1. Read the following sentences and look at the two words within parentheses. Decide which of those two words imitates a sound. Underline that word.

1. The speeding car (screeched, came) to a halt.

2. Shoie (bonked, hit) Alvin on the head.

3. The mechanical teacher (turned, clicked) on.

4. David (clacked, dragged) a stick along the fence.

5. Tired feet (moved, scuffled) along the floor.

6. Tommy (shook, cackled) with laughter.

Level 13a - Evaluation
Language Arts

Name______________________________ Date__________________________

7. My brother (thumped, touched) me on the back.

8. Hank (met, cracked) Nick's first pitch.

9. The fat (sizzled, melted) in the pan.

10. The pilot (blew, tooted) the ferry's horn. (10 points)

2. In some of the following sentences, one object is being compared with another. If the sentence contains a comparison, write C in the blank before the sentence.

___ 1. Shoie ran as fast as a bullet.

___ 2. David McCord's youth was like a poem.

___ 3. Jamie's throw caught the runner.

___ 4. Jamie's hair looked like red handlebars.

5.

___ 5. Summers passed like sea winds over the tall grasses.

___ 6. Alvin was restless and tired of winter.

___ 7. Alvin's brain was like a computer.

___ 8. Margie hated her mechanical teacher. (5 points)

3. Decide whether each of the following selections listed below from Unit 1 is an example of fiction, poetry. or autobiography. In the blank after each selection title, write fiction if the selection is a story, poetry if it is a poem, and autobiography if it is a self-written life story.

1. "Miss Kirby's Room" ________________________

2. "Crocodile" ________________________

3. "The Quarrel" ________________________

4. "Until I Was Ten" ________________________

5. "The Fun They Had" ________________________

(5 points)

4. Study the selection titles and the themes listed below them. Match the theme with the correct selection by writing the letter of the theme in the blank before the selection title.

___1. "The Boy Who Changed His Mind"

___2. "Crocodile"

___3. "The Fun They Had"

Level 13a - Evaluation
Language Arts

Name______________________ Date______________________

___4. "Miss Kirby's Room"

___5. "Until I Was Ten"

a. No machine, no matter how far advanced, can replace the warmth of a human being.

b. It is unfair to take out your anger on innocent targets.

c. Do not regret those things you cannot change.

d. Learn to teach yourself and appreciate the world around you.

e. It is unfair to judge a person on appearances only. (5 points)

C. Study Skills

1. Find each of the following words listed below in the Glossary and look at its pronunciation. In the blank after each word, write the number of syllables the word contains. Then underline the vowel in the word that receives the heaviest accent.

1. ability ____
2. advertisement ____
3. apartment ____
4. biplane ____
5. carpenter ____
6. constantly ____
7. malaria ____
8. mechanical ____
9. original ____
10. suspicion ____

(10 points)

2. Use your dictionary if you need to for this exercise. After each word listed below is a suffix. Add that suffix to the word, making any necessary spelling changes. Write the new word in the blank.

1. happy + -ly ______________________
2. stop + -ing ______________________
3. argue + -ing ______________________
4. shade + -ing ______________________
5. flap + -ed ______________________
6. grin + -ing ______________________
7. angry + -ly ______________________
8. announce + -ing ______________________

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9. hate + -ed ____________________

10. invisible + -ly ____________________

(10 points)

D. Composition

1. Rewrite the following sentences using the correct punctuation and capitalization.

a. susan and john live on lovely street in avon connecticut

____

____

____

b. was bobs birthday on may 21 1973

____

____

c. she said come here right now

____

____

(10 points)

2. The following question is about friendship, base a short composition on it.(approx. 5 sentences). Include in your composition your definition of friendship. What do you think a friend should be like? Begin your composition with, "A friend is..." (10 points)

____

____

____

____

____

____

____

____

{Commendable- C
Satisfactory- S
Needs Improvement - N

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Language Arts

Teacher's copy

A. Reading and Language

1. Look at the following words. Count the number of syllables in each word and write the number in the blank. Underline the vowel letters in each syllable. Example: wonderful 3

1.	magnificent	4	6.	himself	2
2.	recipe	3	7.	suddenly	3
3.	inventing	3	8.	television	4
4.	cinnamon	3	9.	geography	4
5.	nearest	2	10.	practically	4

(10 points)

2. Look at the following one-syllable words. Decide if the vowel sound is long or short. In the blank after each word. WWrite long if the vowel sound is long and short if it is short.

1.	stuff	short	6.	must	short
2.	stand	short	7.	mitt	short
3.	made	long	8.	note	long
4.	fast	short	9.	broke	long
5.	rain	long	10.	base	long

(5 points)

3. Read the following words and underline all the letters that spell the g sound as in go.

1.	ago	6.	soggy
2.	ghost	7.	target
3.	shrugged	8.	league
4.	vague	9.	ugly
5.	gasps	10.	snuggled

(5 points)

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Teacher's copy

4. Before each sentence is a verb ending in e. In the blank in each sentence. write the -ing form of the verb.

   1. make: The three children were making candy.

   2. hate: We could not go on hating one another.

   3. balance: The baby jay was balancing on the edge.

   4. choke: Alvin started choking on the hot mixture.

   5. settle: Miss Kirby had a way of settling the affair.

5. Look at the following two lists of words. Combine a word from the list at the left with one from the list at the right to form a compound word. In the blank in each sentence below the lists, write the compound that seems to fit best. Use each word and each compound only once.

   play
   some
   him
   week
   base

   body
   ends
   ball
   ground
   self

   1. playground
   2. somebody
   3. himself
   4. weekends
   5. baseball

   6. Margie did not have school on weekends.

   7. Jamie loved to play baseball.

   8. The children came in from the playground.

   9. Somebody had stolen Nick's dollar.

   10. Reggie helped to make the cage himself. (5 points)

6. Each word in the list below has one or more of the word parts tele- , auto-, bio- or graph. Read the sentences that follow and find a word from the list to fit in the sentence. Write that word in the blank.

   telephone
   autograph
   telescope

   geography
   telegraph
   autobiography

   1. The young fan asked the star fielder to autograph his baseball.

   2. The Morse Code is used for telegraph messages.

   3. Stars seem so much closer when viewed through a telescope.

4. David McCord has written his autobiography in the form of a letter.

5. The telephone rang three times and stopped. (5 points)

7. Read the list of words below. Then read the sentences that follow. Find a synonym in the list for the underlined word in each sentence. Write the letter of that synonym in the blank before the sentence. The first one is done for you.

a. fledgling
b. blustery
c. bothering
d. nearest
e. shrieked
f. amazing
g. gingerly
h. ducked
i. mistake
j. shuffled

d 1. Reggie was always the closest to the door at the final bell.

g 2. He held the jay gently in his hands.

i 3. Whoever stole Nick's dollar made an error in judgment.

b 4. It was a wet and windy day.

h 5. Jamie lowered her head as her face got red.

f 6. It was surprising what a relief a spelling lesson could be.

j 7. Pencils dropped, and feet scuffled along the floor.

a 8. The baby bird could not yet fly.

e 9. The fans screamed as the run was scored.

c 10. The two brothers were annoying each other.

B. Comprehension and Literary Skills

1. Read the following sentences and look at the two words within parentheses. Decide which of those two words imitates a sound. Underline that word.

1. The speeding car (screeched, came) to a halt.

2. Shoie (bonked, hit) Alvin on the head.

3. The mechanical teacher (turned, clicked) on.

4. David (clacked, dragged) a stick along the fence.

5. Tired feet (moved, scuffled) along the floor.

6. Tommy (shook, cackled) with laughter.

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7. My brother (thumped, touched) me on the back.

8. Hank (met, cracked) Nick's first pitch.

9. The fat (sizzled, melted) in the pan.

10. The pilot (blew, tooted) the ferry's horn. (10 points)

2. In some of the following sentences, one object is being compared with another. If the sentence contains a comparison, write C in the blank before the sentence.

C 1. Shoie ran as fast as a bullet.

C 2. David McCord's youth was like a poem.

___ 3. Jamie's throw caught the runner.

C 4. Jamie's hair looked like red handlebars.

C 5. Summers passed like sea winds over the tall grasses.

___ 6. Alvin was restless and tired of winter.

C 7. Alvin's brain was like a computer.

___ 8. Margie hated her mechanical teacher. (5 points)

3. Decide whether each of the selections listed below from Unit 1 is an example of fiction, poetry, or autobiography. In the blank after each selection title, write fiction if the selection is a story, poetry if it is a poem, and autobiography if it is a self-written life story.

1. "Miss Kirby's Room"	fiction
2. "Crocodile"	poetry
3. "The Quarrel"	poetry
4. "Until I Was Ten"	autobiography
5. "The Fun They Had"	fiction

4. Study the selection titles and the themes listed below them. Match the theme with the correct selection by writing the letter of the theme in the blank before the selection title.

b 1. "The Boy Who Changed His Mind"

c 2. "Crocodile"

a 3. "The Fun They Had"

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e 4. "Miss Kirby's Room"

d 5. "Until I Was Ten"

a. No machine, no matter how far advanced, can replace the warmth of a human being.

b. It is unfair to take out your anger on innocent targets.

c. Do not regret those things you cannot change.

d. Learn to teach yourself and appreciate the world around you.

e. It is unfair to judge a person on appearances only. (5 points)

C. Study Skills

1. Find each of the following words listed below in the Glossary and look at its pronunciation. In the blank after each word, write the number of syllables the word contains. Then underline the vowel in the syllable that receives the heaviest accent.

1. ability 4
2. advertisement 4
3. apartment 3
4. biplane 2
5. carpenter 3
6. constantly 3
7. malaria 4
8. mechanical 4
9. original 4
10. suspicion 3 (10 points)

2. Use your dictionary if you need to for this exercise. After each word listed below is a suffix. Add that suffix to the word, making any necessary spelling changes. Write the new word in the blank.

1. happy + -ly happily
2. stop + -ing stopping
3. argue + -ing arguing
4. shade + -ed shaded
5. flap + -ed flapped
6. grin + -ing grinning
7. angry + -ly angrily
8. announce + -ing announcing

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9. hate + -ed — hated

10. invisible + -ly — invisibly

D. Composition

1. Rewrite the following sentences using the correct punctuation and capitalization.

   a. susan and john live on lovely street in avon connecticut

   Susan and John live on Lovely Street in Avon, Connecticut.

   b. was bobs birthday on may 21 1973

   Was Bob's birthday on May 21, 1973?

   c. she said come here right now

   She said, "Come here right now!" (10 points)

2. The following question is about friendship, base a short composition on it. (approx; 5 sentences). Include in your composition your definition of friendship. What do you think a friend should be like? Begin your composition with, "A friend is..." (10 points)

   The correction for this paragraph should be based upon the child's ability to express ideas in sentences with adequate attention given to spelling and punctuation appropriate for the level.

   Recommended rating:
   C- Commedable
   S- Satisfactory
   N- Needs Improvement

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Total: 100 points

A. Reading and Language

1. The following words have the long vowel sounds or letter names for the vowels a, e, and i. In the blank after each word, write a if the word has the long sound of a, e if it has the long sound of e, and i if it has the long sound of i. Then underline the letter or letters that sp spell the vowel sound. If the spelling pattern is VCe, underline the consonant alsp.

1. wait ____
2, fry ____
3. cream ____
4. day ____
5. see ____
6. tight ____
7. blame ____
8. only ____
9. lie ____
10. be ____

11. heat ____
12.. gait ____
13. they ____
14. hide ____
15. green ____
16. weight ____
17. cry ____
18. hate ____
19. nice ____
20. he ____ (20 points)

2. The following words contain the long vowel sounds or letter names for the letters o and u. In the blank after each word, write o if the word contains the long sound of o and u if it contains the long sound of u. Then underline the letter or letters that spell the vowel sound. If the spelling pattern is VCe, underline the consonant alsp.

1. few ____
2. boat ____
3. flew ____
4. due ____
5. note ____

6. soon ____
7. close ____
8. grow ____
9. duty ____
10. mule ____ (10 points)

3. Look at the following words. Locate the base in each word and underline it. If the word is a compound made up of two bases, draw a slash between each base.

1. softly
2. enjoyed

3. befriend
4. softball

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Language Arts

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5. usually	8. ballroom
6. joyful	9. unusual
7. friendly	10. friendship (10 points)

4. The words in the following list all belong to the weak word family. Read each sentence below and select the correct word from the list that completes the sentence. Write that word in the blank.

weak weaker weakened
weakly weakness

1. The more Lengthwise ate, the ________________ he became.
2. He felt his __________________________ would be his end.
3. The ______________ bookworm crawled out into the garden.
4. He tried _______________________ to make friends.
5. His zest for living ____________________________. (5 points)

5. Each of the following words ending in -ion contains a base that is a verb. Write the base word or verb in the first blank. Then add the past-time ending and write the past form of the verb in the second blank.

1. invention ________________ ______________________
2. celebration ________________ ______________________
3. digestion ________________ ______________________
4. selection ________________ ______________________
5. reflection ________________ ______________________ (10 points)

6. Look at the list of words below and the sentences that follow it. Each sentence has a blank that can be filled by one of the words in the list. Using the clues given by the other words in the sentence, select a word from the list to complete each sentence and write that word in the blank. Use each word only once.

amiable
astonishment
befuddled
cud
gazelle
modified
puckered
wheezing

1. The ant was at first friendly and ______________________.
2. After grazing all day, the peaceful cows lay down to chew their

______________________.

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Language Arts

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3. The men ran up to the chief, breathless and ______________________.

4. The ______________________ at Alice's ability to write was shown in Dr. Cogswell's eyes.

5. One's way of speaking changes or becomes ________________ after moving to another part of the country. (5 points)

B. Comprehension and Literary Skills

1. Some of the following sentences are examples of alliteration or repetition of beginning consonant sounds. Decide which ones they are and put a check mark in the blank before those items. Then underline the repeated beginning consonant letters that spell the sounds that create the alliteration.

___1. Crunchy, crispy crackers create crumbs in cradles.

___2. A beautiful creature danced evenly forever.

___3. Munching merrily on maple sugar, Mary mumbled my message.

___4. Seven southern sisters sat silently for six seconds.

___5. My niece opened presents. (5 points)

2. Look at the following sentences. Some state facts that are known to be true, and others state ideas that are probably true. In the blank before each sentence, write F if the statement is a certain fact and P if it is only probably true.

___1. Family names or last names are also called surnames.

___2. The first American settlers probably all spoke alike.

___3. Perhaps Thomas Gallaudet was named after a relative.

___4. Africans brought to America probably had a hard time learning English.

___5. Thomas Gallaudet lived in Hartford, Connecticut. (5 points)

3. Listed below are five selection titles and five statements of theme. Match each title with its theme by writing the letter of the correct selection title in the blank before the statement of theme.

a. "The Loudest Noise in the World"
b. "The Boy Who Wouldn't Talk"
c. "What Is Your Name?"
d. "The Story of Lengthwise"
e. "Your Speech Tells Where You Live"

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___1. There are three main kinds of speech in the United States.

___2. Problems cannot be solved by running away from them.

___3. Noise can keep us from hearing sounds that are beautiful.

___4. Just knowing a lot of words is not enough if you wish to communicate with others.

___5. There are many ways by which people acquired both given names and surnames. (5 points)

4. Listed below are the titles of a poem, a folktale, an essay, a biography, and a story. In the blank after each selection title, write poetry, folktale, essay, biography, or fiction, depending upon the kind of writing the selection represents.

1. "The Boy Who Wouldn't Talk" ______________________
2. "What Is Your Name?" ______________________
3. "Talk" ______________________
4. "Ululation" ______________________
5. "No Schools for the Deaf Ones" ______________________

(10 points)

C. Study Skills

1. Below are two groups of five words each. Show how the words would be arranged in alphabetical order by rearranging the words in each group and writing them alphabetically in the blank.

block ________________ string __________________
blown ________________ stride __________________
blond ________________ stripe __________________
bloom ________________ strict __________________
blood ________________ strike __________________ (5 points)

C. Composition

1. Rewrite the following sentences using the correct punctuation and capitalization.

a. mrs smith said i was twenty eight years old on march 25

____

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Language Arts

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b. john received island of the blue dolphin as a gift

(10 points)

2. Complete the following story. Remember your rules of punctuation and capitalization. Remember to proofread your work.
   - Commendable
   - Satisfactory
   - Needs Improvement

Money in the Puddle

Wilma was on her way to a birthday party. She was wearing a new pink dress, and she had fifty cents to buy a present for her friend. Suddenly she tripped, and her money bounced into the middle of a big puddle.

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Teacher's copy

A. Reading and Language

1. The following words have the long vowel sounds or letter names for the vowels a, e, and i. In the blank after each word, write a if the word has the long sound of a, e if it has the long sound of e, and i if it has the long sound of i. Then underline the letter or letters that spell the vowel sound. If the spelling pattern is VCe, underline the consonant also.

1.	wait	a	11.	beat	e	
2.	fry	i	12.	gait	a	
3.	cream	e	13.	they	a	
4.	day	a	14.	hide	i	
5.	see	e	15.	green	e	
6.	tight	i	16.	weigh	a	
7.	blame	a	17.	cry	i	
8.	only	e	18.	hate	a	
9.	lie	i	19.	nice	i	
10.	be	e	20.	he	e	(20 points)

2. The following words contain the long vowel sounds or letter names for the letters o and u. In the blank after each word, write o if the word contains the long sound of o and u if it contains the long sound of u. Then underline the letter or letters that spell the vowel sound. If the spelling pattern is VCe, underline the cosonant also.

1.	few	u	6.	soon	u	
2.	boat	o	7.	close	o	
3.	flew	u	8.	grow	o	
4.	due	u	9.	duty	u	
5.	note	o	10.	mule	u	(10 points)

3. Look at the following words. Locate the base in each word and underline it. If the word is a compound made up of two bases, draw a slash between each base.

1.	softly	3.	befriend
2.	enjoyed	4.	soft/ball

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5. usually

6. joyful

7. friendly

8. ball/room

9. unusual

10. friendship (10 points)

4. The words in the following list all belong to the weak word family. Read each sentence below and select the correct word from the list that completes the sentence. Write that word in the blank.

weak
weaker
weakened
weakly
weakness

1. The more Lengthwise ate, the weaker he became.

2. He felt his weakness would be his end.

3. The weak bookworm crawled out into the garden.

4. He tried weakly to make friends.

5. His zest for living weakened. (5 points)

5. Each of the following words ending in -ion contains a base that is a verb. Write the base word or verb in the first blank. Then add the past-time ending and write the past form of the verb in the second blank.

1. invention	invent	invented
2. celebration	celebrate	celebrated
3. digestion	digest	digested
4. selection	select	selected
5. reflection	reflect	reflected

(10 points)

6. Look at the list of words below and the sentences that follow it. Each sentence has a blank that can be filled by one of the words in the list. Using the clues given by the other words in the sentence, select a word from the list to complete each sentence and write that word in the blank. Use each word only once.

amiable
astonishment
befuddled
cud
gazelle
modified
puckered
wheezing

1. The ant was at first friendly and amiable.

2. After grazing all day, the peaceful cows lay down to chew their cud.

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Teacher's copy

3. The men ran up to the chief breathless and wheezing.

4. The astonishment at Alice's ability to write was shown in Dr. Cogswell's eyes.

5. One's way of speaking changes or becomes modified after moving to another part of the country.

(5 points)

B. Comprehension and Literary Skills

1. Some of the following sentences are examples of alliteration or repetition of beginning consonant sounds. Decide which ones they are and put a check mark in the blank before those items. Then underline the repeated beginning consonant letters that spell the sounds that create the alliteration.

✓ 1. Crunchy, crispy crackers create crumbs in cradles.

___ 2. A beautiful creature danced evenly forever.

✓ 3. Munching merrily on maple sugar, Mary mumbled my message.

✓ 4. Seven southern sisters sat silently for six seconds.

___ 5. My niece opened presents. (5 points)

2. Look at the following sentences. Some state facts that are known to be true, and others state ideas that are probably true. In the blank before each sentence, write F if the statement is a certain fact and P if it is only probably true.

F 1. Family names or last names are also called surnames.

P 2. The first American settlers probably all spoke alike.

P 3. Perhaps Thomas Gallaudet was named after a relative.

P 4. Africans brought to America probably had a hard time learning English.

F 5. Thomas Gallaudet lived in Hartford, Connecticut. (5 points)

3. Listed below are five selection titles and five statements of theme. Match each title with its theme by writing the letter of the correct selection title in the blank before the statement of theme.

a. "The Loudest Noise in the World"
b. "The Boy Who Wouldn't Talk"
c. "What Is Your Name?"
d. "The Story of Lengthwise"
e. "Your Speech Tells Where You Live"

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e 1. There are three main kinds of speech in the United States.

b 2. Problems cannot be solved by running away from them.

a 3. Noise can keep us from hearing sounds that are beautiful.

d 4. Just knowing a lot of words is not enough if you wish to communicate with others.

c 5. There are many ways by which people acquired both given names and surnames. (5 points)

4. Listed below are the titles of a poem, a folktale, an essay, a biography, and a story. In the blank after each selection title, write poetry, folktale, essay, biography, or fiction, depending upon the kind of writing the selection represents.

1. "The Boy Who Wouldn't Talk" fiction
2. "What Is Your Name?" essay
3. "Talk" folktale
4. "Ululation" poetry
5. "No Schools for the Deaf Ones" biography (5 points)

C. Study Skills

1. Below are two groups of five words each. Show how the words would be arranged in alphabetical order by rearranging the words in each group and writing them alphabetically in the blank.

block	block	string	strict
blown	blond	stride	stride
blond	blood	stripe	strike
bloom	bloom	strict	string
blood	blown	strike	stripe

(10 points)

C. Composition

1. Rewrite the following sentences using the correct punctuation and capitalization.

a. mrs smith said i was twenty eight years old on march 25

Mrs. Smith said, "I was twenty - eight years old on March 25."

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Teacher's copy

b. john received island of the blue dolphin as a gift.

John received Island of the Blue Dolphin as a gift.

(10 points)

2. Complete the following story. Remember your rules of punctuation and capitalization. Remember to proofread your work.

Money in the Puddle

Wilma was on her way to a birthday party. She was wearing a new pink dress, and she had fifty cents to buy a present for her friend. Suddenly she tripped, and her money bounded into the middle of a big puddle.

The correction for this paragraph should be based upon child's ability to express ideas in sentences with adequate attention given to spelling and punctuation appropriate for the level.

Recommended rating:

C -Commendable
S -Satisfactory
N -Needs Improvement

Suggested Spelling List
Level 13

magnificent
blustery
scrunch
slang
unplug
glaze
computer
stuff
ingredient
report
mess
simile
announce
short'
glob
unusual
remember
invent
pest
crane
rubble
expect
attention
evidence
verse
inspiration
generator
nonsense
wonder

flutter
flap
dare
target
shuddering
caterpillar
amazement
carpenter
idiom
instinct
screech
fault
pebble
circle
spoil
crest
bettle
mechanical
diary
calculate
suspicion
secret
minute
rhythm
edge
aquarium
apparatus
librarian
vivid

sector
superior
century
dispute
interest
compare
prefer
explain
regular
insert
quarrel
slight
hate
thump
embarrass
popular
period
confusion
quotation
recess
corner
jealousy
absence
basis
tern
incubator
operator
wonder
digest

Suggested Spelling List

Level 13 (cont.)

snore
whistle
satisfy
royal
complain
messenger
important
excitement
glee
italics
favor
matter
custodian
chalk
homophones
Braille
blind
parent
afraid
cry
dictionary
encyclopedia
foreign
palm
continue
puns

marvel
amiable
astir
flurry
geography
immensely
miraculous
meteor
midget
mortification
dedicate
drawl
coastal
accent
difference
dumb
deaf
astonishment
handicap
oral
sign
manual
assume
wheeze
refrain

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Asimov, Isaac, ed., Tomorrow's Children, New York: Doubleday & Company, Inc. The world of tomorrow is described in eighteen tales of fantasy and science fiction - a world that the boys and girls of today may discover in the future. For the better reader.

Barnstone, Aliki, The Real Tin Flower: Poems About the World at Nine. New York: The Macmillan Company. The author was nine years old when she wrote these poems. Her subjects are portrayed with amazing honesty and skill. An excellent example of originality in language and imagery in children's poetry, it could inspire students to write poetry of their own.

Cleary, Beverly, Romena the Pest. New York: William Morrow & Company, Inc. Ramona Quinley, who has often been a nuisance to Henry Huggins, is delighted with school and her pretty young teacher. She continues to live up to her nickname of "Pest" through such antics as presenting her doll (whose hair she has dyed green) to the class, deciding to marry Henry Huggins, and singing "dawnzerlee light."

Coatsworth, Elizabeth, Down Half the World. New York: The Macmillan Company. The author has tried to catch the quality of history and of places, sometimes in distant and out-of-the-way countries, but most often in the Maine countryside. "This book," she says, "is essentially a short record of my delight in the world and in living." These poems are primarily blank verse.

_________, The Sparrow Bush. New York: W.W. Norton & Company, Inc. This collection of playful and humorous rhymes is ideal for children who like rhythm in words. The subjects are all familiar: birds, fish, storms, cats, mushrooms, night, and day. A good book to indroduce poetry.

Corbett, Scott, The Hairy Horror Trick. Boston: Little, Brown & Co. Kerby's cousin accidentally discovers his secret 'Feats O' Magic' Chemistry Set. To silence him, Kerby promises a trick, only to have it backfire: Kerby is sporting a moustache and beard, while Waldo, the dog, is hairless.

Fitzhugh, Louise, Harriet the Spy. New York: Harper and Row, Publishers, Inc. Harriet roams her neighborhood, spying on everyone and writing her opinions in a notebook. When fellow classmates find her notes and read her remarks about them, Harriet is ostracized.

Konigsburg, E. L., From the Mixed-up Files of Mrs. Basil E. Frankweiler. New York: Atheneum Publishers. When Claudia decides to run away from the monotony and injustice of her life, she selects her destination as the Metropolitan Museum of Art--and then chooses her nine-year-old brother as her companion. The children manage, through ingenuity, quick thinking, and miserly management of finances, to live in the museum undetected for a week. A fresh approach to humor. Winner of the Newbery Medal in 1968.

L'Engle, Madeleine, A Wrinkle in Time. New York: Farrar, Straws & Giroux, Inc. Meg's father has disappeared. While searching for him, Meg and her friends cross over into another world by means of a wrinkle in time.

McCord, David, All Day Long: Fifty Rhymes of the Never Was and the Always Is. Boston: Little, Brown & Co. A companion to Far and Few and Take Sky, this volume contains poems about the wit, surprises, and haunting delights of childhood. The poet has fun with oddities of expression and the observation of natural phenomena.

______, Far and Few. Boston: Little, Brown & Co. The sixty poems in this book demonstrate great variety in rhythm, ideas, imagination and mood. "This book," say the authors, "reflects a child's self-reliance, and his instinctive interest in nature."

______, Take Sky. Boston: Little, Brown & Co. More rhymes of the "Never Was and the Always Is" Make up this companion to All Day Long. Forty-eight humorous poems on various aspects of childhood range in form from short verses to longer narrative poetry.

Pierce, Geogria, Junior Book of Bird Life. Champaign, Illinois: Garrard Publishing Co. Children can learn what to do with a baby bird that has fallen from its nest, how to build a nesting house, how to make a feeding tray, and what kind of food to put out for birds.

Silverberg, Robert, Men and Machines. New York: Meredith Press. Ten science-fiction stories are included in this anthology. All of the stories deal with the relationship between man and the machines he has made. They portray man as both master and slave of his machanical brain-children. For the better reader.

Sterling, Dorothy, Ellen's Blue Jays. New York: Doubleday & Company, Inc. Ellen starts feeding birds during the winter and then follows more closely the lives of two blue jays. Through her eyes, we observe the jays as they hatch a family of four baby jays and train them. A useful guide to bird watching and care of birds for the interested student.

Wallace, Barbara, Claudia. Chicago: Follett Publishing Company. A tomboy's growing pains, aggravated by obtuse parents and snippy classmates, are sensitively portrayed. When a tomboy friend begins snubbing Claudia and spreading rumors that she is a thief, Claudia faces hostility both at school and at home. Claudia is finally vindicated, and all ends well.

BIBLIOGRAPHY

Brown, Marion Marsh, and Ruth Crane, The Silent Storm. Nashville: Abingdon Press. The authors tell how Anne Sullivan, who spent a dreary childhood in an almshouse, became the inspired teacher of Helen Keller and made important contributions to the education of the blind-deaf.

DeGering, Etta, Seeing Fingers: The Story of Louis Braille. New York: David McKay, Inc. Musician, teacher, and inventor of the Braille system of reading and writing, Louis Braille was one of the great benefactors of mankind. His childhood adjustment to blindness and the accomplishments of his youth, when some of his most important work was done, are emphasized in the biography.

Epstein, Sam, The First Book of Words: Their Family Histories. New York: Franklin Watts, Inc. Here is the story of English words - how they came to be, how we use them, and how in time they change their meaning to suit our needs. A stimulating introduction to the study of language, English or foreign.

Fadiman, Clifton, Wally the Wordworm. New York: The Macmillan Company. Wally the Wordworm not only liked to eat words, he liked to meet them, greet them, and repeat them. Wally discovers that the dictionary is crammed with interesting and peculiar words.

Farjeon, Eleanor, The Children's Bells: A Selection of Poems. New York: Henry Z. Walck, Inc. These poems, selected by Miss Farjeon from her previous books for children, sing of the seasons, of magic, of kings and heroes, and of other aspects of the child's world.

Garfield, James B.M Follow My Leader. New York: Viking Press, Inc. An eleven-year-old blind boy gradually resumes his normal life with the aid of loyal friends and of his guide dog, Leader.

Graff, Stewart, and Polly Anne Graff, Helen Keller: Toward the Light. Champaign, Illinois: Garrard Publishing Company. Although she was blind and deaf at an early age, this remarkable woman received a college education and subs subsequently devoted her life to the handicapped.

Hunt, Mabel Leigh, Little Girl with Seven Names. Philadelphia: J.B. Lippincott Company. The little girl with seven names found her name to be her biggest problem. She managed to do something about her long name without hurting anyone's feelings.

Hunter, Edith Fisher, Child of the Silent Night. Boston: Houghton Mifflin Co. The story of Laura Bridgeman, the first blind deaf-mute to be successfully educated, is told in this easy-to-read biography. It centers on her childhood and on her life at the Perkins Institute for the Blind.

Joslin, Sesyle, The Night They Stole the Alphabet. New York: Harcourt Brace Jovanovich, Inc. Young Victoria is awakened during the night by the noise of robbers. After finding the letters missing from her alphabet wallpaper and all the pages blank in her fairy tale book, she sets off to retrieve the stolen goods.

Meltzer, Milton, A Light in the Dark: The Life of Samuel Gridley Howe. New York: Thomas Y. Crowell Company. The life of the Boston doctor who established the Perkins Institute for the Blind makes inspiring reading. His pioneer work with the blind, the deaf, the feebleminded, and the delinquent is described.

Merriam, Eve, There Is No Rhyme for Silver. New York: Atheneum Publishers.' Diverse subjects dealt with in this pleasant, mostly humorous collection of poems include kittens, space, flying, asking questions, wishing, and summer rain.

Nurnberg, Maxwell, Wonders in Words. Engleweed Cliffs, New Jersey: Prentice-Hall, Inc. An introductory overview is provided of the development of spoken language and the derivation of words. Separate chapters discuss the derivation of names for famous cities, flowers, and personal names. The book also offers a simplified explanation of the structure of words which may induce students to develop words of their own.

O'Neill, Mary, Words, Words, Words. New York: Doubleday & Company, Inc. The subject of all the poems in this book is our English language - its history and development, the parts of speech and punctuation marks, plus the meanings of many of our words.

Rappaport, Eva, "Banner Forward!": The Pictorial Biography of a Guide Dog New York: E.P. Dutton & Company, Inc. A golden retriever is followed from birth through training as a guide dog and the matching up with her blind master. A factual book that holds the reader's interest.

Robinson, Veronica, David in Silence. Philadephia: J.B. Lippincott Company. David was deaf, and when he and his family moved to a new town, the children in the neighborhood reacted to him with suspicion and hostility. Only one boy made an effort to understand.

Sandburg, Carl, Wind Song. New York: Harcourt Brace Jovanovich, Inc. Mr. Sandburg chose these poems for children from his previously published works. New poems are also included.

Severn, Bill, People words. New York: Ives Washburn, Inc. (David McKay Compahy, Inc.) We often use words without realizing that we are borrowing someone's name to help us express ourselves. This book is a collection of such words and stories of how they grew from the names of gods, kings, famous men, and even little-known people.

Woods, Hubert C., Child of the Arctic. Chicago: Follett Publishing Company. Tooruk and Kumalik are identical twins, but Kumalik is deaf and cannot talk. Only Tooruk communicates with him. Almost all of the Eskimo villagers refer to him as "the crazy one." When the boy makes a dangerous trip to bring sulfa and penicillin to the suffering village, this attitude is changed.

Level 14

LANGUAGE ARTS
Level Report
Avon, Conn.

Date ______________________

Dear Parent,

______________________ has completed the Language Arts skills taught at Level 13. The following is an overview of your child's next level.

Overview of Level 14

I. Decoding Skills

- A. Consonant digraphs Ex. sk, ng
- B. Consonant spellings - silent letters Ex. knight, climb
- C. Long and short vowel spelling patterns
- D. Correlate consonant and vowel sounds with pronunciation key.
- E. Syllables
- F. Identify schwa sound
- G. Suffixes Ex. -er, -or, -ent
- H. Proofreading

II. Comprehension and Literary Understanding

- A. Similes and metaphors
- B. Puns, idioms, and parodies
- C. Sequence
- D. Main idea
- E. Fact and fiction
- F. Cause - effect relationships
- G. Appreciation of human values and aesthetics

III. Language

- A. Vocabulary - developing meanings, synonyms, denotative and connotative words.
- B. Word usage
  - 1. Verbs - identification, past tense forms, position in sentence
  - 2. Nouns - identification, plural forms, as a subject
  - 3. Adjectives - position in sentence, comparison and superlative forms, hyphenated compound adjectives Ex. wide-eyed
  - 4. Adverbs -ly forms
- C. Handwriting - cursive forms
- D. Punctuation
- E. Capitalization

IV. Study Skills

- A. Simple outlines
- B. Use of encyclopedia

V. Creativity

- A. Extending experiences before, during and after each story read.
- B. Writing descriptive paragraphs, short stories, and friendly letters.

Time To Wonder
(Units 3,4)
Level 14

I. Decoding Skills

A. Phonology (Study of the sound structure of our language.)

1. Consonant spellings

    a. Correspond sounds with Pronunciation Key
    b. Silent letters
    knight write talk calm climb

2. Consonant digraphs

    a. ck - back trick lock luck
    b. ng - long lung sing rang

3. Vowels - pronunciation

    a) Correspond following vowel sounds with Pronunciation Key

        1. ā - say
        2. ä - far
        3. ē - flea
        4. ō - toll
        5. ü - stew

4. Vowel - spelling patterns

    a. ow - how, house, bough
    b. oi - toy, boil
    c. au - draw, horse, talk, thought, caught

5. Construct new words a) using above spelling patterns
b) ä, ô, u̇ as mid-vowel spellings

6. Syllables Examples: apärtment, labôratory, endūrance

    a. Identify number of syllables and stress accents by counting vowel sounds in a word - using words with up to 6 consonants
    b. Identify schwa sound in unstressed syllables
    c. Identify syllables and stress (accent) in words having suffix -ic - ex. magnetic

B. Morphology (Study of word structure and word information.)

1. Suffixes

    a. "One who does"
    ex. walker, educator, president, agriculturalist, fireman
    b. "One who is from" Chinese, American
    c. "ation" - reservation

2. Word families

    a. foreign language roots
    b. related word meanings

Level 13b - Evaluation
Language Arts

Teacher's copy

b. john received island of the blue dolphin as a gift.

John received Island of the Blue Dolphin as a gift.

(10 points)

2. Complete the following story. Remember your rules of punctuation and capitalization. Remember to proofread your work.

Money in the Puddle

Wilma was on her way to a birthday party. She was wearing a new pink dress, and she had fifty cents to buy a present for her friend. Suddenly she tripped, and her money bounded into the middle of a big puddle.

The correction for this paragraph should be based upon child's ability to express ideas in sentences with adequate attention given to spelling and punctuation appropriate for the level.

Recommended rating:

C -Commendable
S -Satisfactory
N -Needs Improvement

Level 14

C. Spelling

1. Relate spelling to concepts developed in phonology, morphology

   a. expansion of base words
   b. ow, oi, au, ou sounds and their various spellings

2. _er, _est added to adjectives
   examples - louder, bigger, wiser, funnier, proudest, fattest, wisest, happiest

3. _ly added to adjectives to form adverbs
   examples - slowly, nicely, clumsily

4. Proofread all written work for correct spelling

II. Comprehension

A. Literal and Inferential

1. Recall factual detail
2. Sequence of events
3. Main idea
4. Distinguish between fact and fiction
5. Distinguish main theme in pictures

B. Critical Thinking

1. Recognizing cause - effect relationships
2. Finding and weighing evidence
3. Imagining alternative solutions to a problem

III. Language

A. Syntax (study of grammatical structure)

1. Verbs

   a. Identify features (word class)
   b. past tense forms - _ed or _d
   c. Distinguish verb predicate

2. Nouns

   a. Identify features (word class)
   B. Plural forms -s
   c. -er and -ist added to noun base
      ex. piper, violinist
   d. Distinguish noun subject
   e. noun marker

3. Adjectives

   a. Identify in patterns Det - N - LV - Adj. Ex. - The boy is good.
   b. Identify in patterns Det. - Adj - N - The little boy is here.
   c. Hyphenated compound adjectives
      ex. the black-haired girl.

d. 1) _er, _est ex. bigger, biggest; funny, funniest
   2) Use of "more" to express some comparisons
      example - more adorable, more interesting
   3) Describe the relationship of adjective to adverb.

4. Adverbs

   1. Relationship to adjectives
      slow - slowly
      (see spelling)

B. Semantics (the exploration of meaning assigned to words and groups of words)

   1. Synonyms
   2. Words of denatation and connotation
   3. Latin roots a) genus, specie and related family words
   4. Related word meanings of Latin "uni"-

C. Handwriting

   1. Review all cursive forms
   2. Review joining of cursive letter
   3. Extend cursive writing into all subject areas
   4. Proofread written work for correct handwriting forms

D. Mechanics

   1. Punctuation signals

      a. comma

         1. Between the names of a city and the name of a state or a country.
         2. Between the day of the month and the year
         3. In the greeting and closing of a friendly letter

      b. Apostrophe

         1. contractions
         2. possessives

      c. Colon

         1. Used in long list of words

      d. Exclamation mark
      e. Quotation marks
      f. Question mark

   2. Capitalization

      a. First word of a sentence
      b. Important words in titles
      c. First word in direct quotation

   3. Letter writing

      a. Parts of a friendly letter

  b. Addressing an envelope
  c. Compose original letters.

IV. Study Skills

A. Simple Outlines

1. Main idea
2. Supporting details

B. Use of Encyclopedia

1. Format

   a. alphabetical structure
   b. subheadings
   c. pictures
   d. maps
   e. charts
   f. cross references

C. Research of topics

1. use of related topics for more information

V. Literary Understanding

A. Rhetoric and Literary Skills

1. Identify fiction and nonfiction
2. Plot
3. Puns
4. Rhythm
5. Simile
6. Metaphor
7. Parody
8. Idioms

B. Human Values and Aesthetics

1. To develop understanding and appreciation for the principles of scientific observation.
2. To extend awareness of the distinguishing features of science and art as they appear in light fiction.
3. To develop knowledge of writing scientific reports through using secondary sources (encyclopedia and textbooks).
4. To explore origin of myth - making.
5. To increase awareness of the differences between mythical and scientific explanations.
6. To encourage participation in the myth-making experience.
7. To consider the value of wildlife and the need to preserve it.
8. To consider the value of individual freedom as contraseed with captivity.
9. To encourage respect for individual differences.
10. To appreciate the value of perseverance and self reliance in achieving a goal.
11. To develop awareness of man's capacity for imaginative play and dreaming.
12. To develop awareness of the human need to model our behavior on that

of people we admire.

VI. Creativity

A. Developing Creative Potential

1. Listening to related musical compositions
2. Putting words to music
3. Producing T.V. and radio shows
4. Duplicating artistic design
5. Debating problems and issues related to selections
6. Exploring artistic creations of other cultures

B. Composition

1. Continuation of a story
2. Descriptive paragraph
3. Friendly letter

VII. Materials

A. Reqiured - Holt, Rinehart and Winston, Inc.

1. Time To Wonder - Units 3 and 4

   a. Text (pupil and teacher's handbook)
   b. Workbook
   c. Satellite Books

      1) Unit 3 I Don't Want to Be Like My Father
         Six Great Mammals
      2) Unit 4 Museums
         Art and Nature

   d. AV Material

      1. Recordings - Unit 3 "In Time of Silver Rain"
         "The Time of Deep Darkness"
         Unit 4 "The Friendly Cricket"
         "Lazy River"
         "Mamboo from West Side Story"
         "You"
         "Overture to Candide"
         "Dance of the Sugar Plum Fairy"

2. Sound Filmstrips

   Unit 3 "One Small World"
   "Grouping Words in Sentences"
   Unit 4 "Hats Off! The Earth is Singing"

B. Alternate Reading Program - approval of Reading Department:

1. McGraw Hill - Programmed Reading (Sullivan)
2. Merrill, Charles - Merrill Readers
3. Scott Foresman
4. Ginn 360

Level 14

VII. C. Supplementary Materials

C. 1. Language

- a. Holt, Rinehart and Winston, Inc.
  The Arts and Skills of English - Books 3 and 4
  (sample copies of workbook)
- b. Laidlaw - Adventures in English - Book 3
  Exploring in English - Book 4
  (activity sheets and tests)
- c. Scott, Foresman - Language and How To Use It (Activities Books 3 and 4 sample copies and records)Duplicating Masters
- d. Harcourt, Brace and World - The Roberts Series - Books 3 and 4 (workbooks as samples)
- e. Random House - The Writing Bug Kit (filmstrips, tapes, activity cards)
- f. Ginn - Creativity Idea Books: Can You Imagine? For Those Who Wonder
- g. Harcourt, Brace and World - Much Majesty Book 4
- h. Laidlaw - Magic and Laughter Book 4
- i. Random House - Windy Hills Book 4
- j. Lippincott - Reading for Meaning Book 4
- k. Paperbacks

  1. Scholastic Individualized Reading Kets
  2. Limited copies of assorted paperbacks
- l. Barnell Loft, Ltd. - Capitalization and Punctuation Individualized Kit Sets C and D

2. Spelling

- a. 220 Basic Dolch List
- b. Scott, Foresman - Spelling Our Language Book 4
- c. Webster, McGraw Hill - Basic Goals in Spelling Book 4
- d. Noble and Noble - Spell/ Write Book 4
- e. Economy Company - Continuous Progress Spelling Kit

3. Handwriting

- a. Scott, Foresman - Writing Our Language Book 4

4. Enrichment Materials

- a. Lyons and Carnahan - The New Phonics We Use -C-D-E-F-G
- b. Barnell Loft, Ltd. Specific Skills Series -C-D-E-F-
  (Main Idea, Sequence, Context, Sounds, Following Directions, Locating the Answers,Getting the Facts, Drawing Conclusions)
- c. Teacher made materials (See Activities Section of Guide)
- d. Library filmstrips and tapes
- e. S.R.A. Reading Labs 1c and 11A
- f. EDL Controlled Reader and Language Master
- g. Continental, Hayes, Jen Duplicating Masters
- h. Educators Publishing - Wordly Wise - Book 1 Service
- i. Dictionary and Encyclopedia
- j. Dr Herr - Crossword Puzzles Book 2

VIII. Evaluation

A. Required

1. Holt, Rinehart and Winston - Evaluation Masters for individual stories
2. Holt, Rinehart and Winston - End of Unit Tests (14a, 14b)
3. Teacher Made Tests

B. Optional

1. Informal Reading Inventory
2. Gates - Mac Ginite Test - standardized
3. Metropolitan Achievement Test
4. Botel Inventory of Phonetic Skills

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Level 14a Evaluation
Language Arts

Name____________________________ Date____________________________

Reading and Language Total 100 points

A.1 1. Look at the following words. Count the number of syllables in each word and write the number in the space provided.

1. specific ___
2. automatic ___
3. mystic ___
4. plastic ___
5. tonic ___

(5 points)

2. Read each word below and underline the vowel in the syllable that receives primary stress.

1. tonic
2. relation
3. elation
4. concentration
5. terrific

(5 points)

3. Look at each word in the list. Decide which Sample Word has the same vowel sound as the word you read. In the spaces below each Sample Word, write those words from the list that contain the same vowel sound.

foot
frown
throw show
crew

boot
rouse
shoe

shook
phone
moan

Sample Words: brook broom house snow

brook	broom	house	snow
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

(10 points)

4. Read each word in the list. In the correct columns, write a synonym and an antonym for each word.

	Word	Synonym	Antonym
1.	land	__________	__________
2.	giggle	__________	__________
3.	silly	__________	__________
4.	smooth	__________	__________
5.	shut	__________	__________

Level 14 Evaluation
Language Arts

Name____________________ Date____________________

5. shut ____________ ____________

(10 points)

5. Add the correct suffix from the list at the left to each word listed so that the word takes on the meaning of "one who does" or "one who is from." Watch for spelling changes.

Suffix	Word	New Word
-er	1. reside	
-or	2. walk	
-ent	3. aviate	
-an	4. Texas	
-or	5. dictate	

(5 points)

6. Read each pair of words and combine them to make a hyphenated compound adjective. Write a sentence using your new word. Be sure to add the necessary suffix when making your new word.

1. rose + color= ____________

Sentence:______________________________

2. curly + hair= ____________

Sentence:______________________________

3. Smiling + face= ____________

Sentence:______________________________

4. wide + eye= ____________

Sentence:______________________________

5. dirt + smear= ____________

Sentence:______________________________

(10 points)

B. Comprehension and Literary Skills

1. Certain elements listed below are more likely to appear in nonfiction; others appear more frequently in fiction. After each element listed, write Fiction or Nonfiction, depending upon where the item would most often be found.

   1. Photographs ____________

   2. Cartoons ____________

Level 14a Evaluation
Language Arts

Name________________________________ Date__________________________________

3. Figurative language ____________________

4. Scientific terms ____________________

5. Charts ____________________

(5 points)

2.A. Look at the sentences below. If rearranged, they tell a story. Number the sentences so that the events are in the order in which they would happen if they were in a story.

_____ The lava seemed to be everywhere, and Jim knew that he barely had time to escape.

_____ The day started out as usual with a hot sun and clear skies.

_____ The red-hot lava poured forth like an unending river of fire.

_____ Toward midmorning a strangeness entered the air-a strange odor and sense of doom.

_____ He quickly ran to the waiting boat, jumping on just as it left shore for the safety of the mainland.

_____ Suddenly a huge roar filled the silence; Kaloa was erupting!

(6 points)

B. Now, read the sentences which you just numbered in their correct order. Then answer the following questions about the sequence of events.

1. Would this be considered the basis of a short story or of a myth?___________________

2. Would you say that its plot could be stated by this sentence: "A young boy escapes from a volcanic explosion by taking his canoe down the river away from the eruption"?______________

3. Think of the places you read about in Unit 3. In which of those places could this be taking place?___________________

4. Would you consider the style to be realistic or fantastic?_____

____

(4 points)

3. Read each sentence. Decide whether it is a statement of opinion or fact about animals. Write Opinion or Fact in the blank after each statement.

1. Grasshoppers have six legs. ______________

2. Grasshoppers are funny-looking animals.__________________

3. A clam can live fifteen to twenty years.__________________

Level 14a Evaluation
Language Arts

Name________________________ Date________________________

4. A clam must lead a dull life. ____________________

5. Dolphins are mammals.____________________

(5 points)

C. Look up the following words in the Glossary. After reading the definition for each word, match the word with its synonym by writing the letter of the synonym in the blank before the word.

___1. ancestor a. scientist
___2. antibiotic b. insect
___3. biologist c. medicine
___4. earwig d. shining
___5. luminous e. grandparent (5 points)

2. Using the headings below as reading aids, where would you look to find answers to the questions that follow the headings? Write the letter of the heading under which you would look in the space following the question.

A. The Body of the Earthworm .
B. Food of the Earthworm
C. Where the Earthworm Lives
D. The Earthworm and Man

1. Do all earthworms have a ringed body? _____
2. Can earthworms live in polar regions? _____
3. Why do farmers like the earthworm? _____
4. What do earthworms eat? _____
5. Do earthworms have slimy skins? _____ (5 points)

3. Read the paragraph below. Using the information contained in it, complete the outline that follows it.

Glabbers, green-skinned reptiles, dwell on the planet Atkar. They have scales, pink eyes, and seven legs. They are usually found in caves but may also live in forests and on beaches. Most glabbers eat plants, although some eat meat; in fact, they may even eat other glabbers!

OUTLINE: The Glabber

1. ____________________

A.____________________

B.____________________

Level 14a Evaluation
Language Arts

Name ______________________ Date ______________________

C. ______________

D. ______________

II. ________________

A. ______________

B. ______________

C. ______________

III. ________________

A. ______________

B. ______________ (15 points)

D. Composition

1. Rewrite this letter heading and greeting using the correct punctuation and capitalization.

624 clearwater road
atlanta georgia 30329
june 13 1973

dear alice

____

____

____

______________ (10 points)

2. Write a paragraph about an imaginary animal that might exist on another planet. In your story be sure to describe the animals body and tell facts about the way the animal exists on the planet.

____

____

____

____

____

____

____

____

C - Commendable; S - Satisfactory; N - Needs Improvement

Level 14a Evaluation
Language Arts

Teacher's copy

Reading and Language

A. 1. Look at the following words. Count the number of syllables in each work and write the number in the space provided.

1. specific 3
2. automatic 4
3. mystic 2
4. plastic 2
5. tonic 2

(5 points)

2. Read each word below and underline the vowel in the syllable that receives primary stress.

1. tonic
2. relation
3. elation
4. concentration
5. terrific

(5 points)

3. Look at each word in the list. Decide which Sample Word has the same vowel sound as the word you read. In the spaces below each Sample Word, write those words from the list that contain the same vowel sound.

foot
frown
throw
crew
boot
rouse
shoe
shook
phone
moan

Sample Words:	brook	broom	house	snow
	foot	boot	frown	throw
	shook	shoe	rouse	phone
	______	crew	______	moan

(10 points)

4. Read each word in the list. In the correct columns, write a synonym and an antonym for each word.

	Word	Synonym	Antonym
1.	land	______________	______________
2.	giggle	______________	______________
3.	silly	______________	______________
4.	smooth	______________	______________

Level 14a Evaluation
Language Arts

Teachers copy

5. shut ________ ________
(Answers will vary.) (10 points)

5. Add the correct suffix from the list at the left to each word listed so that the word takes on the meaning of "one who does" or "one who is from." Watch for spelling changes.

Suffix	Word	New Word
-er	1. reside	resident
-or	2. walk	walker
-ent	3. educate	educator
-an	4. Texas	Texan
-or	5. dictate	dictator

(5 points)

6. Read each pair of words and combine them to make a hyphenated compound adjective. Write a sentence using your new word. Be sure to add the necessary suffix when making your new word.

1. rose + color= rose-colored

Sentence: (Answers will vary)

2. Curly + hair= curly-haired

Sentence: ________

3. smiling + face= smiling-faced

Sentence: ________

4. wide + eyes= wide-eyed

Sentence: ________

5. dirt + smear= dirt-smeared

Sentence: ________

Allow 2 points for each perfect sentence. Partical credit may be given (10 points)

B. Comprehension and Literary Skills

1. Certain elements listed below are more likely to appear in nonfiction;' others appear more frequently in fiction. After each element listed, write Fiction or Nonfiction, depending upon where the item would most often be found.

   1. Photographs Nonfiction

   2. Cartoons Fiction

Level 14a Evaluation
Language Arts

Teacher's copy

3. Figurative language	Fiction
4. Scientific terms	Nonfiction
5. Charts	Nonfiction

(5 points)

2.A. Look at the sentences below. If rearranged they tell a story. Number the sentences so that the events are in the order in which they would happen if they were in a story.

5 The lava seemed to be everywhere, and Jim knew that he barely had time to escape.

1 The day started out as usual with a hot sun and clear skies.

4 The red-hot lava poured forth like an unending river of fire.

2 Toward midmorning a strangeness entered the air-a strange odor and sense of doom.

6 He quickly ran to the waiting boat, jumping on just as it left shore for the safety of the mainland.

3 Suddenly a huge roar filled the silence; Kaloa was erupting!

(6 points)

B. Now, read the sentences which you just numbered in their sorrect order, Then answer the following questions about the sequence of events.

1. Would this be considered the basis of a short story of of a myth? Short story
2.
2. Would you say that its plot could be stated by this sentence: "A young boy escapes from a volcanic explosion by taking his canoe down the river away from the eruption'? No
3. Think of the places you read about in Unit 3. In which of ~~these~~ those places could this be taking place? Hawaii.
4. Would you consider the style to be realistic or fantastic? Realistic.

3. Read each sentence. Decide whether it is a statement of opinion or fact about animals. Write Opinion or Fact in the blank after each statement.

1. Grasshoppers have six legs. Fact.
2. Grasshoppers are funny-looking animals. Opinion
3. A clam can live fifteen to twenty years. Fact

Level 14a Evaluation
Language Arts

Teacher's copy

4. A clam must lead a dull life. Opinion.

5. Dolphins are mammals. Fact (5 points)

C. Look up the following words in thh Glossary. After reading the definition for each word, match the word with its synonym by writing the letter of the synonym in the blank before the word.

e 1. ancestor — a. scientist

c 2. antibiotic — b. insect

a 3. biologist — c. medicine

b 4. earwig — d. shining

d 5. luminous — e. grandparent (5 points)

2. Using the headings below as reading aids, where would you look to find answers to the questions that follow the headings? Write the letter of the heading under which you would look in the space following the question.

A. The Body of the Earthworm
B. Food of the Earthworm
C. Where the Earthworm Lives
D. The Earthworm and Man

1. Do all earthworms have a ringed body? A

2. Can earthworms live in polar regions? C

3. Why do farmers like the earthworm? D

4. What do earthworms eat? B

5. Do earthworms have slimy skins? A (5 points)

3,. Read the paragraph below. Usigg the information contained in it, complete the outline that follows it.

Glabbers, green-skinned reptiles, dwell on the planet Atkar. They have scales, pink eyes, and seven legs. They are usually found in caves but may also live in forests and on beaches. Most glabbers eat plants, although some eat meat; in fact, they may even eat other glabbers!

OUTLINE: The Blabber

1. The Body of the Glabber

   A. Green skin

   B. Pink eyes

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C. Scales

D. Seven legs

II. Homes of the Glabber

A. Caves

B. Forests

C. Beaches

III. Food of the Glabber

A. Plants

B. Meat (15 points)

D. Composition

1. Rewrite this letter heading and greeting using the correct punctuation and capitalization.

624 clearwater road
atlanta georgia 30329
june 13 1973

dear alice

624 Clearwater Road

Atlanta, Georgia 30329

June 13, 1973

Dear Alice , (10 points)

2. Write a paragraph about an imaginary animal that might exist on another planet. In your story be sure to describe the animals body and tell facts about the way the animal exists on the planet.

The correction for this paragraph should be based upon the child's ability to express ideas in sentences with adequate attention given to spelling and punctuation appropriate for the level. Recommended rating C - Commendable
S - Satisfactory
N - Needs Improvement

Total 100 points

Level 14b Evaluation
Language Arts

Name________________________________ Date________________________________

A. Reading and Language

1. Underline the consonant digraph in each word.

1. knoww
2. write
3. talk
4. plumb
5. lack
6. palm
7. wrist
8. dumb
9. pick
10. write

(10 points)

2. Rewrite each word below so that it takes on the meaning "one who does." Add one of the two suffixes shown, but be sure to make any necessary spelling changes.

Suffixes: -er -ist

1. aerial ____________________
2. run ____________________
3. weave ____________________
4. humor ____________________
5. organ ____________________

(5 points)

3. Read the following sentences. Underline the words that make up the subject in each sentence once and underline those words that make up the predicate twice.

1. Two candles burned brightly.
2. The monkey ate a yellow banana.
3. Swaying trees swayed in the breeze.
4. He struck out.
5. Birds rested. (10 points)

4. Look at the following words and decide what their vowel sound is. Write each word under the Sample Word that has the same vowel sound.

far
could
bought
joy
calm
took
awe
oil
rew'
Troy

Sample Words

star	lawn	put	boy
______________	______________	______________	______________

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Level 14b Evaluation
Language Arts

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Name ______________________________________ Date ________________ ______________

______________ ______________ ______________ ______________

______________ ______________ ______________ ______________

______________ ______________ ______________ ______________

(10 points)

5. Look at the adjectives in the following sentences and decide if the word More or the suffix -er should be used to complete the sentence correctly. Write more or -er in the correct blank.

   1. My sister is __________old_________than I am.
   2. The _________adorable___________puppy has been taken.
   3. The situation was___________ serious_____________than Jake had thought.
   4. Donald thought Glacier National Park was___________magnificent

      ___________than Yellowstone.
   5. Six is________________small____________than eight.
   6. Many people think football is____________exciting__________than baseball. (5 points)

6. Add the suffix -ly to each underlined adjective so that the sentence is correct and the word becomes an adverb.

   1. The seal barked loud_____.
   2. Rabbits hop quick_____.
   3. The moon shone brilliant_____.
   4. "Hurry," Jane called soft____.
   5. He moved quiet___ into the room (5 points)

7. Read the sentence below. Under each word, write the number of syllables it contains.

   Some shiny red fruit hung temptingly from the enormous green

   ____ _____ ___ _____ ____ _________ ____ ___ ________ _____

   branches of the towering tree.

   _______ __ ___ ________ ____. (15 points)

8. Underline the syllable in each word that does not receive primary stress.

   1. teacher 2. tower

Level 14b Evalution
Language Arts

Name________________________________ Date________________________________

3. compare
4. focal
5. income
6. undo
7. suburb
8. shadow
9. friendly
10. arrow

(10 points)

B. Comprehension and Literary Skills

1. Each sentence below contains either a simile or a metaphor. Read the sentence and decide which it contains. Write Simile or Metaphor in the space at the end of the sentence.

    1.. The storm was a lion in the sky.________________

    2. The apples were as shiny as red marbles.________________

    3. His fear felt like tiny animals stumbling in his chest.__________

    4. The candle was a soldier with a brilliant helmet. ______________

    5. Lightning is a golden finger of fire.________________

(10 points)

C. Study Skills

1. Use the Glossary Pronunciation Key to complete this exercise. First read the words in the list below. Each word has a letter or group of letters underlined. Using the Pronuciation Key as a guide, write the Glossary symbol that stands for the underlined sound.

    1. ginger _____
    2. phone _____
    3. pleasure _____
    4. cry _____
    5. choose _____
    6. gate _____
    7. of _____
    8. rough _____

(5 points)

2. Put an X next to each listed item below that you would not be likely to find in an encyclopedia

    1. Maps ___
    2. Plays ___
    3. Definitions of words ___
    4. Information about anteaters ___
    5. Information about foreign countries ___

(5 points)

Level 14b Evaluation
Language Arts

Name________________________________ Date________________________________

D. Composition

1. Rearrange the words in each group to write two statements with different meanings. Remember sentences require puncuation and capitalization.

   a. father likes cat my our

   ____

   ____

   b. against Mother chair a fell

   ____

   ____

   c. people animals are sometimes than smarter

   ____

   ____

   d. frightened dog my a man

   ____

   ____

   e. water runs the pipe through

   ____

   ____

(10 points)

2. Write a paragraph explaining the probable cause of one of these events. (Why might it have happened.) Remember to use correct punctuation and capitalization.

   1. The dog whimpered.
   2. The tree died.
   3. The boat overturned.

C - Commendable
S - Satisfactory
N - Needs Improvement

Level 14b Evaluation
Language Arts

Teacher's copy

A. Reading and Language

1. Underline the consonant digraph in each word.

1. know	4. plumb	7. wrist
2. write	5. lack	8. dumb
3. talk	6. palm	9. pick
		10. write

(10 points)

2. Rewrite each word below so that it takes on the meaning "one who does." Add one of the two suffixes shown, but be sure to make any necessary spelling changes.

Suffixes:	-er	-ist
1. aerial		aerialist
2. run		runner
3. weave		weaver
4. humor		humorist
5. organ		organist

(5 points)

3. Read the following sentences. Underline the words that make up the subject in each sentence once and underline those words that make up the predicate twice.

1. Two candles burned brightly.
2. The monkey ate a yellow banana.
3. Swaying trees swayed in the breeze.
4. He struck out.
5. Birds rested. (10 points)

4. Look at the following words and decide what their vowel sound is. Write each word under the Sample Word that has the same vowel sound.

far
could
bought
joy

calm
took
awe

oil
raw
Troy

Sample Words

star	lawn	put	boy
far	bought	could	oil

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Level 14b Evaluation
Language Arts

Teacher's copy

calm	awe	took	joy
	raw	cook	Troy

(10 points)

5. Look at the adjectives in the following sentences and decide if the word more or the suffix -er should be used to complete the sentence correctly. Write more or -er in the correct blank.

1. My sister is ______ older than I am.
2. The more adorable ______ puppy has been taken.
3. The situation was more serious ______ than Jake had thought.
4. Donald thought Glacier National Park was more magnificent ______ than Yellowstone.
5. Six is ______ smaller than eight.
6. Many people think football is more exciting ______ than baseball.

(5 points)

6. Add the suffix -ly to each underlined adjective so that the sentence is correct and the word becomes an adverb.

1. The seal barked loudly.
2. Rabbits hop quickly.
3. The moon shone brilliantly.
4. "Hurry," Jane called softly.
5. He moved quietly into the room. (5points)'

7. Read the sentence below. Under each word, write the number of syllables it contains.

Some	shiny	red	fruit	hung	temptingly	from	the	enormous	green
1	2	1	1	1	3	1	1	3	1

branches	of	the	towering	tree.
2	1	1	3	1

(15 points)

8. Underline the syllable in each word that does not receive primary stress.

1. teacher
52. tower

[illegible]

7 [illegible]

Level 14b Evalution
Language Arts

Teacher's copy

3. compare
4. focal
5. income
6. undo
7. suburb
8. shadow
9. frieddly
10. ārrow

(10 points)

B. Comprehension and Literary Skills

1. Each sentence below contains either a simile or a metaphor. Read the sentence and decide which it contains. Write Simile or Metaphor in the space at the end of the sentence.

   1. The storm was a lion in the sky. Metaphor
   2. The apples were as shiny as red marbles. Simile
   3. His fear felt like tiny animals stumbling in his chest. Simile
   4. The candle was a soldier with a brilliant helmet. Metaphor
   5. Lightning is a golden finger of fire. Metaphor (10 points)

C. Study Skills

1. Use the Glossary Pronunciation Key to complete this exercise. First read the words in the list below. Each word has a letter or group of letters underlined. Using the Pronuciation Key as a guide, write the Glossary symbol that stands for the underlined sound.

   1. ginger j
   2. phon[illegible] f
   3. pleasure zh
   4. cry k
   5. choose ch
   6. gate g
   7. of v
   8. rough f

   (5 points)

2. Put an X next to each listed item below that you would not be likely to find in an encyclopedia.

   1. Maps
   2. Plays X
   3. Définitions of words X
   4. Information about anteaters
   5. Information about foreign countries

   (5 points)

Level 14b Evaluation
Language Arts

Teacher's copy

D. Composition

1. Rearrange the words in each group to write two statements with different meanings. Remember sentences require puncuation and capitalization.

a. father likes cat my our

My father likes our cat.

Our cat likes my father.

b. against Mother chair a fell

Mother fell against a chair.

A chair fell against Mother.

c. people animals are sometimes than smarter

Animals are sometimes smarter than people.

People are sometimes smarter than animals.

d. frightened dog my a man

A man frightened my dog.

My dog frightened a man.

e. water runs the pipe through

The pipe runs through water.

Water runs through the pipe. (10 points)

2. Write a paragraph explaining the probable cause of one of one of these events. (Why might it have happened.) Remember to use correct punctuation and capitalization.

1. The dog whimpered.
2. The tree died.
3. The boat overturned.

The correction for this paragraph should be based upon the child's ability to express ideas in sentences with adequate attention given to spelling and punctuation appropriate for this level.

Recommended rating C - Commendable
S - Satisfactory
N - Needs Improvement

Suggested Spelling List
Level 14

fantastic
mixture
mixture
tu
magic
tunnel
murky
marvelously
groove
creature
positively
slither
glide
slimy
pest
hammock
ghastly
monster
hurtle
paddock
stampede
destruction
collossal
disaster
gloomy
starve
grisly
excellent
delicious

scrumptious
tentacle
alliteration
autobiography
instinct
pray
pitch
distract
antennae
species
expand
contract
vibrate
swarm
defense
ability
vast
company
shadow
startle
chanter
cell
microscope
contribution
universe
bacteria
vaccine

destroy
pursve
terrorize
splendid
luminous
satellite
remark
crutch
return
imitation
reservation
ancestor
quiver
herb
medicine
Haiku
natural
mammal
precious
endurance
exaggerate
captivity
----
mandolin
cricket
competition
feast
contest
proud

celebration
jazz
vocalist
legend
solo
concerto
generation
thongs
beckon
vexed
pillar
flutter
palace
council
hollow
metaphor
complicated
tease
announce
merchant
exclaim
tune
idle
ceremony
emperor
bronze
baboon
fountain

Suggested Spelling List
Level 14 (cont.)

acrobat

costume

imagination

abstract

spire

brandish

timid

coward

ancestor

volunteer

scientist

medical

accompaniment

token

mob

prefer

BIBLIOGRAPHY

Brown, Vinson, How to Make a Home-Nature Museum. Boston: Little Brown & Co. The amateur collector will welcome this excellent handbook on how to make a meaningful display of a nature collection. The author discusses everything from sources of additional information on natural science to collecting and mounting species and making molds.

Buff, Mary, Big Tree. New York: The Viking Press, Inc. The author communicates a sense of wonder at the grandeur and antiquity of the sequoias as well as an understanding of the deep need to preserve them.

Crosby, Alexander L., Junior Science Book of Canada Geese. Champaign, Illinois: Garrard Publishing Company. Migrations, feeding habits, rearing of young-these are only a few of the interesting activities of Canada geese described in this book.

Dahl, Roald, Fantastic Mr. Fox. New York: Alfred A. Knopf, Inc. An exciting tale of subterranean activity is combined with unusual character type in this fanciful adventure created by Mr. Dahl. Three farmers attempt to dig out Mr. Fox and his family from their hole.

Jewett, Sarah Orne, A White Heron: A Story of Maine. New York: Thomas Y. Crowell Company. Lovely illustrations of the Maine woods enrich this story of nine-year-old Sylvie's love of a beautiful white heron, whose nest she refuses to reveal to a young ornithologist.

Lampman, Evelyn S., City Under the Back Steps. New York: Doubleday & Company, Inc. In this fantasy, two children carelessly step on some ants. The children suddelly shrink to the size of ants, and once they are used to this transformation, learn a considerable amount about the habits of the ants.

McClung, Robert M., Honker: The Story of a Wild Goose. New York: William Morrow & Company, Inc. Honker is a great gander who leads a flock of Canada geese to their annual migrations. One season is recounted in the life of Honker, his mate, and their gosling.

______, Caterpillars and How They Live. New York: William Morrow & Company, Inc. The many kinds of caterpillars are surveyed and their common characteristics noted. The author describes the caterpillars' anatomical structure, their eating and growing habits, their natural defense against enemies, and the part they play in man's economy.

Peattie, Donald Culross, The Rainbow Book of Nature. Cleveland, Ohio: World Publishing Co. The author takes the reader on a trip that allows him to discover for himself all the wonders of ponds, meadows, fields, and woods. Interesting for both city children and those familiar with the out-of-doors.

White, E.B., Charlotte's Web. New York: Harper & Row, Publishers, Inc. There was a little girl who could talk to animals. This is her story. It is also the story of Wilbur, the pig, and of his friendship with Charlotte, the spider who could both talk and write.

BIBLIOGRAPHY

Arbuthnot, May Hill, Time for Fairy Tales, Old and New. Glenview, Illinois: Scott, Foresman & Company. Folktales, Myths, epics, fables, and modern fanciful stories for children are included in this representative collection. This book is designed for teacher use with the pupil.

Arnott, Kathleen, African Myths and Legends. New York: Henry Z. Walck Inc. Here are thirty-four well-retold tales characteristic of nineteen countries and of a number of tribes south of the Sahara. Some are animal stories, some are stories of wise and wicked humans, and several are "why" stories.

Atkinson, Margaret F., and May Hillman, Dancers of the Ballet: Biographies. New York: Alfred A. Knopf, Inc. The personality, training, and careers of forty of the principal ballet dancers of the United Stated, England, and France are described. A glossary of ballet terms is include.

Belpre, Pura, The Tiger and the Rabbit and Other Tales. Philadelphia: J.B. Lippincott Company. As in all folklore, the customs of the people, the climate, food, way of life, measure of wit, and the very philosophy of life are all a fascinating part of the stories. Some of the eighteen Puerto Rican tales have a heritage similar to that of Uncle Remus, the Grimm brothers' fairy tales, and other familiar collections.

Bernstein, Leonard, The Joy of Music. New York: Simon & Schuster, Inc. "The joy of music" experienced by a great musician is creatively and imaginatively presented. Through imaginary conversations, pictures, and scripts from seven of the Omnibus television shows in which Bernstein starred and which he helped to write and direct, we are able to trace the development of music and to see how it was created. This book will be more useful to the better reader and to the teacher.

Chase, Alice Elizabeth, Famous Paintings: An Introduction to Art for Young People. New York: Platt & Munk Company. One hundred and eighty-four productions of art works produced during the last five thousand years make this an excellent book for persons beginning to take an interest in art. The art selected illustrates ideas from every part of the world, including well-known works as well as less well-known works. Each full picture is analyzed and related to other works of the same type, period, or artist.

Clark, Leonard, Flutes and Symbols. New York: Thomas Y. Crowell Company. Just as instruments are capable of producing many melodies, words can produce a variety of images - gentle and chiming as a flute, or sharp and unexpected as a cymbal. Such images are found in this selective group of magical, musical poems.

Collier, James Lincoln, Which Musical Instrument Shall I Play? New York: W.W. Nortnn & Co., Inc. In this basic discussion of the world of music, an introductory chapter is followed by sections on each of the major families of musical instruments. Advantages and disadvantaged of learning to play each instrument are cited. Materials on jazz and rock groups and on instrum instruments not usually found in symphonies (such as the guitar, recorder, sitar) are included.

De Mille, Agnes, The Book of the Dance. New York: Golden Press, Inc. A large, lavishly illustrated book traces the history of the dance from primitive rituals to modern precision dancing. Chapters on the ballet include stories of famous dancers and interviews with great choreographers.

Dietz, Betty Warner, and Michael Babatunde Olatunji, Musical Instruments of Africa: Their Nature, Use, and Place in a Deeply Musical People/. New York: John Day Company. Designed to instruct young people in African culture through music, this book describes and illustrates indigenous African musical instruments and tells how they are used in native life.

Durrell, Donald D., Favorite Plays for Classroom Reading. Boston: Plays, Inc. This book provides material for needed classroom practice in expressive oral reading. A series of activities to help children prepare for oral reading precedes each play. The collection includes comedies, mysteries, adaptations of classics, and historical and holiday plays.

Ewen, David, Leonard Bernstein: A Biography for Young People. Philadelphia: Chilton Book Company. The story of the many-faceted life of an immensely talented musician makes absorbing reading for young people, whether they are music lovers or not. An appendix lists Bernstein's compositions and recording.

Field, Rahcel, American Folk and Fairy Tales. New York: Charles Scribner's Sons. These twenty stories are grouped under the following headings: Indian Legends, Negro Stories, Louisiana Folk Tales, Tony Beacer, Paul Bunyan, and Southern Mountain Stories. The tales were chosen because they are genuinely American.

Finger, Charles, Tales form Silver Lands. New York: Doubleday & Co., Inc. The author has transcribed legendary stories out of South America, based upon tales that he gathered firsthand from the Indians. All of the nineteen tales reflect the flavor of the countries of their origin. This book won the Newbery Award.

Glass, Paul, Songs and Stories of the North American Indians. New York: Grosset & Dunlap, Inc. Included in this collection are thirty-one songs representative of six North American Indian tribes - Yuma, Mandan, Teton, Sioux, Pawnee, and Papazo. Brief histories of the tribes as well as legends and stories associated with the songs are given.

Glubok, Shirley, The Art of Africa. New York: Harper & Row, Publishers, Inc. The examples of African art in this collection range from early times to the present. The text associates the illustrations with specific African peoples. It is excellent for building ethnic understanding and a good text for use in art classes.

____ The Art of the Eskimos. New York: Harper & Row, Publishers, Inc. With a minimum of materials, the Eskimos have created a strong and vigorous art that spans more than a thousand years. The selections here are excellent, and there is ample information about the life of these people in the Arctic.

____. The Art of the Etruscans. New York: Harper & Row, Publishers, Inc. The author covers the known aspects of Etruscan life and art plus speculation as to their origins and connections with Greece. Photos show tomb wall paintings and urns - works in terra-cotta, bronze, and gold granulation. The creativity and culture of an ancient civilization are reflected in this well-designed book.

Gordon, Dorothy, Around the World in Song. New York: E.P. Dutton & Company, Inc. Typical folk songs from many countries are presented, each with a brief introduction about locality of origin. Included are three sea chanties and songs from England, Wales, Ireland, Scotland, Germany, Russia, China, Japan, and the United States. Some lyrics are given in the foreign language as well as in English.

Hughes, Langston, Famous Negro Music Makers. New York: Dodd, Mead & Company. Eighteen cameo portraits are given of well-known and not so well-known Negro musicians. Actual photographs of the performers are included. The history of Negro music can be traced through the short biographies.

____ The First Book of Jazz. New York: Franklin Watts, Inc. The history of jazz is traced from African drums, blues, and jubilee songs to modern forms. The account is centered around the life of Louis Armstrong, the most famous exponent of jazz.

King, Marian, A Gallery of Children: Portraits from the National Gallery of Art. Washington, D.C.: Acropolis Books. Color reproductions of more than thirty children pictured in paintings at the National Gallery are accompanied by simple and informative commentary. The works range from fifteenth-century Italy to twentieth-century United States. Children of many lands are pictured.

Level 15

LANGUAGE ARTS
Level Report
Avon, Conn.

Date________________________

Dear Parent,

________________________has completed the Language Arts Skills taught at Levels 14. The following is an overview of your childs next level.

Overview of Level 15

I. Decoding Skills

- A. Consonant spellings Ex. fat, stuff, photo, laugh
- B. Consonant digraphs and silent letters Ex. riches; ghost
- C. Short and Long vowel spelling patterns
- D. Syllables Rules and Stress(accenting)
- E. Pronunciation Key
- F. Suffixes - Ex. ful, less
- G. Word Derivations

II. Comprehension and Literary Understanding

- A. Fact and Opinion
- B. Sequence
- C. Story Plot and Style
- D. Recognizes fairy tale - fiction fable
  folk tale - non-fiction
- E. Appreciation of human values and aesthetics

III. Language

- A. Vocabulary - developing word meanings using synonyms and anotonyms
- B. Word usage
    - 1. Verbs - verb markers - verb phrases
    - 2. Nouns - noun phrases - common noun - proper noun - pronoun
    - 3. Adjectives - function of adjectives in noun phrases
    - 4. Adverbs - ending in ly to tell how action is done.
- C. Sentences
    - 1. Sentence patterns
    - 2. Main parts of sentendes
- D. Handwriting - cursive forms
- E. Punctuation
- F. Capitalization

IV. Study Skills

- A. Outlining
- B. Library Skills
- C. Thesaurus

V. Creativity

- A. Extending experiences before, during and after each story read.
- B. Writing original stories and poems

Level 15 - Language Arts

* Review Skills From Previous Levels

I. DECODING SKILLS

A. Phonology (The study of the sound structure of our language.)

1. Consonant Spellings

    a. f - fat, ff - stuff, ph - photo, gh - laugh
    b. kw - queen, qu - quick
    c. C sound of K - carry, s sound of c - certain

2. Consonant digraphs and silent letters

    a. riches, hanger, luck, answer, ghost, gnaw

3. Short Vowel Spelling Patterns

    a. VC - bad
    b. V + r
    ä' - bar, ėr - Bert, ėr - bird, ô - border

4. Long Vowel Spelling Patterns

    a. Long e(iy - grieve, niece)
    b. Long a (ey - sleigh, neigh)

5. Syllables

    a. Syllable is composed of single vowel sound
    b. Divide words between base word and affix
    dis/trust , near/by , shock/ing
    c. Divide base words of two or more syllables

        1. Divide between two unlike consonant letters
        con/tent, gus/to

        2. Divide before or after double consonants and diagraphs
        stubb/orn, a/ppear
        rath/er, tack/le

        3. Divide before or after a single consonant coming between vowels. de/cay, ho/tel

6. Stress (accenting)

    a. Patterns - primary stress on first syllable in two syllable word
    b. Prefixes generally are not stressed.

7. Pronunciation Key

    a. Able to use the Glossary Pronunciation Key symbols
    b. Identify sound symbols in the Glossary Pronunciation Key.

B. Morphology (The study of word structure and word formation.)

1. Suffix meanings

    a. -ful, -less, re dis, trans, sub, ness

2. English word derivatives
   Latin English
   Sentire - Sensation sensible
   sentinel senses

3. Analyzing meaning of a word through its individual parts
   bravest, est = most; bravest = most brave

C. Spelling

1. Relate spelling words to concepts developed in phonology and morphology.

2. Spelling patterns for verb suffix -ed.
   cried - sound of d
   marched - sound of t
   waited - sound of əd

3. Spelling Patterns for ėr with a primary stress
   er/, ir/, ur /, ear /, our /, or
   her /sir/turtle/heard /journey /word

4. ėr unstressed is schwa plus r.
   further, mother, surprise

5. aiC, aCe - long ā
   paid, pane
   air, aRe - ã
   pair, pare

6. Correct spelling of words containing suffixes ful, ous, y, ic.

7. ãr, ir, ėr, ȧr - sounds for spelling -ear, bear, hear, heard, heart

8. Distinguish homophones from homographs
   (deer, dear) (lead, lead)

9. Proofread all written work for correct spelling.

II. COMPREHENSION

A. Literal and Inferential

1. Sequence of events
2. Fact and opinion
3. Parallel contrasting story characters with examples of human behavior
4. Comprehends story plot and style

B. Critical Thinking

1. Analyzing and describing a situation or a problem.
2. Finding and weighing evidence.
3. Recognizing the use of secondary sources to gain information.
4. Drawing conclusions and forming opinions.

III. LANGUAGE

A. Syntax (study of grammatical structure)

Level 15 - Language Arts

1. Verbs
    - a. Distinguish among three verb forms; the present, the simple past, and the frequent past in regular and irregular verbs.
    - b. Identify verb markers (auxiliaries) before verbs (We may walk. He might go home.)
    - c. Identify predicate verbs.
    - d. Identify verb phrases
2. Nouns
    - a. Describe and identify pronouns that take the place of subject noun phrases.
    - b. Identify the three basic noun constituents of the noun phrase: the common noun, the proper and the pronoun.
    - c. Identify subject nouns.
    - d. Supply nouns that function as direct objects in Noun-verb-noun sentences.
    - e. Indentify noun phrases.
3. Adjectives
    - a. Describe the position and function of adjectives in the noun phrases by inserting additional adjectives between determiners and nouns.
4. Adverbs
    - a. Describe three common sentence positions for adverbs.
    - b. Adverbs ending in ly tell how an action is done.

B. Semantics (The exploration of meaning assigned to words and groups of words.

1. Identify antonyms and synonyms.
2. Identify the meaning of a word by analyzing the semantic values of its individual parts.
3. Classify selected story words under general semantic categories.

C. Handwriting

1. Review all cursive forms.
2. Review joining of cursive letters
3. Extend cursive writing into all subject areas.
4. Proofread written work for correct handwriting forms.

D. Mechanics

1. Punctuation clues
    - a. Comma
        1. Between the names of a city and the name of a state or a country.
        2. Between the day of the month and the year when writing a date.
        3. After the greeting and after the closing of a friendly letter.
        4. Words in a series.

b. Apostrophe

1. Contractions
2. Possessives

c. Colon

1. Used after the greeting of a business letter.
2. Used to show what each person says in a play.
3. Used in telling time(2:10 a.m.)
4. Used before a long list of words in a series.

d. Exclamation mark
e. Period at the end of a complete sentence.
f. Question mark
g. Quotation marks
h. Hyphen
i. Review underlining of book titles

2. Capitalization

a. First word of a sentence
b. Important words in titles
c. First word in direct quotation
d. Proper names, days of week, months, holidays, streets, cities, countries.
e. Personal pronoun "I"
f. Abbreviations

IV. STUDY SKILLS

A. Outlining

1. Topic heading
2. Proper outline form for numbers, letters, and indentation
3. Construct simple outlines using topic headings

B. Library Skills

1. Locate fiction book in library
2. Review dictionary and encyclopedia skills

C. Introducing the Thesaurus

1. Cross references
2. Synonyms and antonyms

V. LITERARY UNDERSTANDING

A. Rhetoric and Literary Skills

1. Identify author's use of point of view, myth, symbol, and flashback.
2. Identify the problem, climax and resolution in the story plot.
3. Identify story theme, story tone, humorous elements
4. Identify literary genre, content, and purpose of selection.
5. Types of literature
a. fiction
b. Fantasy
c. Folktales
d. Fables
e. Ballad
f. Narrative poem
g. Expository essay
h. Non-fiction

B. Human Values and Aesthetics

1. To comprehend the value of realistic goals.
2. To develop the ability to distinguish various kinds of human behavior and to evaluate its consequences.
3. To develop the ability to distinguish between appearances and reality when observing social behavior.
4. To appreciate the value of honesty in human relationships.
5. To encourage participation in the art and enjoyment of story telling.
6. To appreciate the value of thinking things through before acting.
7. To appreciate the value of learning from past mistakes.
8. To develop a realistic sense of how to use time wisely.
9. To encourage participation and facility in the art of letter writing.
10. To appreciate the value of preparation, experience, realism, and wisdom when embarking on unknown journeys.
11. To develpp understanding and appreciation for the human values of first-class citizenship, equal opportunity, freedom, and justice.
12, To recognize that basic consideration for others is a mark of civilized behavior no matter where one travels.

VI. CREATIVITY

A. Developing Creative Potential

1. Listening to recordings of poems and stories.
2. Presenting choral readings of poems.
3. Illustrating idiomatic expressions.
4. Role-playing situations related to stories.
5. Dramatizing stories presented, using costumes, props,and scenery.
6. Constructing hand puppets and dramatizing stories.
7. Completing open-ended stories.
8. Taking field trips to locations of interest.
9. Preparing exhibits on topics related to selections.
10. Keeping a diary or notebook of observations conducted.
11. Drawing and painting pictures for classroom display.
12. Making wood, clay, papier-maché, or other objects in a variety of media.
13. Constructing models of rockets or other science - related objects.
14.

B. Composition

1. Writing character sketch
2. Writing original
   a. stories
   b. poems
   c. friendly letters
   d. myths
   e. cinquains
   f. fables
   g. fairy tales
   h. plays

VII. MATERIALS

A. Required - Holt, Rinehart and Winston, Inc.

1. Time To Wonder - Units 5 and 6
   a. Text (pupil and teacher's handbook)
   b. workbook

c. Satellite Books

1. Unit 5 - The Horse from Nowhere
   Faraway Folk Tales
2. Unit 6 - Have You Seen Roads?
   I Like You My Friend

d. AV material

1. Recordings - Unit 5 - "Once..."
   "The Wandering Minstrel"
2. Unit 6 - No recordings
3. Sound Filmstrips - Unit 5 - Telling Stories
   Pictures from Words
   Unit 6 - Over the River and Through the Woods
   Words, Meanings, and Feelings

2. Scott, Foresman - In Other Words - A Beginning Thesaurus Book 1

B. Alternate Reading Program - approval of Reading Department

1. McGraw Hill - Programmed Reading
2. Merrill, Charles - Merrill readers
3. Scott, Foresman
4. Ginn 360

C. Supplementary Materials

1. Language
   a.
   a. Holt, Rinehart and Winston, Inc. - The Arts and Skills of English Books 3 and 4 (sample copies of workbook)
   b. Laidlaw - Adventures in English - Book 3
      Exploring in English - Book 4
      (Activity Sheets and Tests)
   c. Scott, Foresman - Language and How To Use It - Books 3 and 4
      (Activities Book and records)
   d. Harcourt, Brace and World - The Roberts Series - Books 3 and 4
      (workbooks)
   e. Random House - The Writing Bug Kit
      (filmstrips, tapes, activity cards)
   f. Ginn - Creativity Idea Books: Can You Imagine? For Those Who Wonder.
   g. Harcourt, Brace and World - Much Majesty Book 4
   h. Laidlaw - Magic and Laughter Book 4
   i. Random House - Windy Hills Book 4
   j. Lippincott - Reading for Meaning Book 4
   k. Paperbacks
      1. Scholastic Individualized Reading Kits
      2. Limited copies of assorted paperbacks
   l. Barnell Loft, Ltd. - Capitalization and Punctuation - Sets C and B. (Individualized Kit)

2. Spelling

   a. 220 Basic Dolch List

    b. Scott, Foresman - Spelling Our Language - Book 4
    c. Webster, McGraw Hill - Basic Goals in Spelling - Book 4
    d. Noble and Noble - Spell/Write - Book 4
    e. Economy Co. - Continuous Progress Spelling Kit

3. Handwriting

    a. Scott, Foresman - Writing Our Language - Book 4

4. Enrichment materials

    a. Lyons and Carnahan - The New Phonics We Use C,D,E,F,G
    b. Barnell Loft, Ltd. - Specific Skill Series A,B,C,D,E,F (Main Idea, Sequence, Context, Sounds. Following Directions, Locating the Answers, Getting the Facts, Drawing Conclusions)
    c. Teacher made materials (see Activities Section of guide)
    d. Library filmstrips and tapes
    e. SRA Reading Labs - 1C and 11A
    f. EDL Controlled Reader and Language Master
    g. Continental, Hayes, Jen Duplicating Masters
    h. Educators Publishing - Wordly Wise - Book 1 Service
    i. Dictionary and encyclopedia
    j. Dr. Herr - Crossword Puzzles - Book 2

VIII. EVALUATION

A. Required:

1. Holt, Rinehart and Winston - Evaluation Masters for individual stories.
2. Holt, Rinehart and Winston - End of Unit Tests (15a, 15b
3. Teacher Made Tests

B. Optional:

1. Informal Reading Inventory
2. Gates -Mac Ginite Test - standardized
3. Metropolitan Achievement Test
4. Botel Inventory of Phonetic Skills

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Language Arts

Total 99 points

Name______________________________ Date______________________________

A. Reading and Language — Total: 100 points

1. Read each word in the following list. Underline the consonant digraphs once and draw a second line under the silent consonants.

1. sting
2. chalk
3. wring
4. shove
5. stack
6. knife
7. wish
8. luck
9. climb
10. chip

(10 points)

2. Underline the verb auxiliary in each of the following sentences

1. I might go with you.
2. He can play, too.
3. He will sing in the chorus.
4. The tigers are roaring.
5. John is reading the comics. (5 points)

3. Supply the missing phrase to complete each sentence below. If the phrase you wrote was a noun phrase, write NP at the end of the sentence. If you wrote a verb phrase, write VP at the end of the sentence. Try to make your sentences interesting by including determiners and adjectives in your noun phrases and auxiliaries (verb markers) in your verb phrases.

1. Twin kangaroos___________________. ________
2. ________________ like lollipops. ____________
3. ______________ entered the Victorian mansion.__________
4. The hideous witch_________________. __________
5. __________________rode on the roller coaster. ____________

(5 points)

4. Select one of the suffixes listed below and add it to the base word to form an adjective. Write the adjective in the blank after the base word. Be careful of spelling changes.

-ful -ous -y -ic

1. beauty ________________
2. poison________________
3. cheer ________________
4. sugar__________________
5. hero____________________
6. luck ____________________

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7. fury_________________
8. atom_________________
9. hunger_______________
10. glory_________________ (10 points)

5. Each word in the following list ends in -ed. Decide whether the suffix has the sound of t, d, or ǝd. If it has the sound ǝd, leave the space blank. If it has the sound of t, write t in the space after it. If it has the sound of d, write d in the space after it:

1. cooked ___
2. planned ___
3. walled ___
4. marked ___
5. painted ___
6. parted ___
7. smiled ___
8. fainted ___
9. rained ___
10. stopped ___ (10 points)

6. Below is a list of rules for separating words into syllables. Following the rules is a list of words. Draw a line between the syllables in each word, and in the space after the word, write the letter of the rule which you followed. The first one is done for you.

Rules

a. Separate into syllables after a doubled consonant.
b. Separate into syllables between two unlike consonants.
c. Do not separate the letters of a consonant digraph.
d. If there is only one consonant between two vowels, separate either before and after the consonant and see which sounds correct.

1. ring/er c
2. batter _
3. raining _
4. barter _
5. ridding _
6. murder _
7. comic _
8. patter _
9. tricking _
10. milling _ (10 points)

7. The letters ei and ie have been left out of the words in the following list. Decide how the word should be spelled and write ie or ei in the space in each word.

1. dec___ve
2. sl___gh
3. bel___ve
4. retr___ve
5. rec___pt
6. ch___ftain
7. conc___ve
8. w___ght
9. f___ld
10. rel___ve (10,points)

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8. Read each word in the first column and fill in the correct form of the verb in the next two columns.

Present (Today I...)	Past (Yesterday I...)	Frequent Past (Many times I have..)
1. write		
2. drink		
3. go		
4. laugh		
5. talk		

(10 points)

B. Comprehension and Literary Skills

1. Read the paragraph below and answer the questions that follow it.

Creeping stealthily through the jungle was a large furry creature. Suddenly, before my wide eyes, it deemed totturn into a mist. From this thick haze, rose Jupiter...Jupiter, the mighty King of Heaven and Earth. Could he have come to help us rid ourselves of the evil power of Mitra? "Rise, small creature of the woods. Stand before me, Tiger!" trumpeted the voice of the King. Indeed, to this mighty being I was a small creature.

1. Who is telling the story?________________________________
2. What character is mythical?________________________________
3. Which character stands for evil?________________________________
4. Which character stands for strength and goodness?____________________
5. Which character might have said, "I will help you, creature of the woods"?________________________________
6. Which character would have been angry at the arrival of Jupiter in the jungle?________________________________
7. What is probably the problem in the story?________________________________
____
8. If the story were to continue to its conclusion, what might be a happy ending?________________________________
____

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Language Arts

Name______________________ Date______________________

9. Would there be some kind of climax before the happy ending was reached? If so, what might it be?____________________

____ (9 points)

2. Number the following sentences so that they are in the order in which they should be to tell a story.

____"Let me go," begged the small fish, "I am too small for your dinner."

____The moral of this story is that it is better to have a small thing in your hand than only the possibility of something large in the future.

____At the end of his line was a very little fish.

____One day a Fisherman, after sitting in the hot sun all day long, felt a tug on his line.

____"No, I will not," said the fisherman, "for I might not catch another." (5 points)

3. Write the actual meaning of each idiomatic expression below in the space that follows it.

1. Keep your ears open.____________________
2. You're on the ball!____________________
3. Give me a hand.____________________
4. We made it by the skin of our teeth.____________________

   ____
5. Keep your nose out of it!____________________

   ____ (5 points)

C. Composition

1. Write the following paragraph. Use capital letters and punctuation marks correctly.

   a. policeman was on johns street this morning did you see him a car ran into a telephone pole at the end of the street what a loud noise it made

____

____

____

____

Level 15a - Evaluation
Language Arts

Name______________________________ Date______________________________

____

____

(10 points)

2. Write a fable that has the following moral: "Having gold does not insure one's having a rich life," or "money isn't everything."
   Commendable - C
   Satisfactory -S
   Needs Improvement - N

Total 99 points

Level 15a - Evaluation
Language Arts

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A. Reading and Language

Total: 100 points

1. Read each word in the following list. Underline the consonant digraphs once and draw a second line under the silent consonants.

   1. sting
   2. chalk
   3. wring
   4. shove
   5. stack
   6. knife
   7. wish
   8. luck
   9. climb
   10. chip

   (10 points)

2. Underline the verb auxiliary in each of the following sentences.

   1. I might go with you.
   2. He can play, too.
   3. He will sing in the chorus.
   4. The tigers are roaring.
   5. John is reading the comics. (5 points)

3. Supply the missing phrase to complete each sentence below. If the phrase you wrote was a noun phrase, write NP at the end of the sentence. If you wrote a verb phrase, write VP at the end of the sentence. Try to make your sentences interesting by including determiners and adjectives in your noun phrases and auxiliaries (verb markers) in your verb phrases.

   1. Twin kangaroos________________. VP
   2. ______________like lollipops. NP
   3. ____________entered the Victorian mansion. NP
   4. The hideous witch______________. VP
   5. _____________rode on the roller coaster. NP (5 points)

4. Select one of the suffixes listed below and add it to the base word to form an adjective. Write the adjective in the blank after the base word. Be careful of spelling changes.

   -ful -ous -y -ic

   1. beauty beautiful
   2. [illegible] [illegible]onous
   3. [illegible] [illegible]ful
   4. sugar sugary
   5. hero heroic
   6. luck [illegible]

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Language Arts

Teacher's cppy

7. fury furious 9. hunger hungry

8. atom atomic 10. glory glorious (10 points)

5. Each word in the following list ends in -ed. Decide whether the suffix has the sound of t, d, or əd. If it has the sound əd, leave the space blank. If it has the sound of t, write t in the space after it. If it has the sound of d, write d in the space after it.

1. cooked t 6. parted ___

2. planned d 7. smiled d

3. walled d 8. fainted ___

4. marked t 9. rained d

5. painted ___ 10. stopped t (10 points)

6. Below is a list of rules for separating words into syllables. Following the rules is a list of words. Draw a line between the syllables in each word, and in the space after the word, write the letter of the rule which you followed. The first one is done for you.

Rules

a. Separate into syllables after a doubled consonant.
b. Separate into syllables between two unlike consonants.
c. Do not separate the letters of a consonant digraph.'
d. If there is only one consonant between two vowels, separate either before and after the consonant and see which sounds correct.

1. fing/er c 6. mur/der b

2. batt/er a 7. com/ic d

3. tain/ing d 8. patt/er a

4. bar/ter b 9. trick/ing c

5. ridd/ing a 10. mill/ing a (10 points)

7. The letters ei and ie have been left out of the words in the following list. Decide how the word should be spelled and write ie or ei in the space in each word.

1. diceive 6. chieftain

2. sleigh 7. conceive

3. believe 8. weight

4. retrieve 9. field

receipt 10. relieve (10 points)

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Language Arts

Teacher's copy

8. Read each word in the first column and fill in the correct form of the verb in the next two columns.

Present (Today I...)	Past (Yesterday I..)	Frequent Past (Many times I have..)
1. write	wrote	written
2. drink	drank	drunk
3. go	went	gone
4. laugh	laughed	laughed
5. talk	talked	talked

(10 points)

B. Comprehension and Literary Skills

1. Read the paragraph below and answer the questions that follow it.

> Creeping stealthily through the jungle was a large furry creature. Suddenly, before my wide eyes, it seemed to turn into a mist. From this thick haze, rose Jupiter...Jupiter, the mighty King of Heaven and Earth. Could he have come to help us rid ourselves of the evil power of Mitra? "Rise, small creature of the woods. Stand before me, Tiger!" trumpeted the voice of the King. Indeed, to this mighty being I was a small creature.

1. Who is telling the story? Tiger
2. What character is mythical? Jupiter
3. Which character stands for evil? Mitra
4. Which character stands for strength and goodness? Jupiter
5. Which character might have said, "I will help you, creature of the woods"? Jupiter
6. Which character would have been angry at the arrival of Jupiter in the jungle? Mitra
7. What is probably the problem in the story? Mitra, an evil force, is controlling the jungle.
8. If the story were to continue to its conclusion, what might be a happy ending? Jupiter would defeat Mitra.

9. Would there be some kind of climax before the happy ending was reached? If so, what might it be? The fight between Jupiter and Mitra. (9 points)

2. Number the following sentences so that they are in the order in which they should be to tell a story.

3 "Let me go," begged the small fish, "I am too small for your dinner."

5 The moral of this story is that it is better to have a small thing in your hand than only the possibility of something large in the future.

2 At the end of his line was a very little fish.

1 One day a Fisherman, after sitting in the hot sun all day long, felt a tug on his line.

4 "No, I will not," said the fisherman, "for I might not catch another." (5 points)

3. Write the actual meaning of each idiomatic expression below in the space that follows it.

   1. Keep your ears open. (Answers will vary)
   2. You're on the ball!
   3. Give me a hand.
   4. We made it by the skin of our teeth.
   5. Keep your nose out of it!

(5 points)

C. Composition

1. Write the following paragraph. Use capital letters and punctuation marks correctly.

   a policeman was on johns street this morning did you see him a car ran into a telephone pole at the end of the street what a loud noise it made

A policeman was on John's street this morning. Did you see him? A car ran into a telephone pole at the end of the street. What a loud noise it made!

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Language Arts

Teacher's copy

(10 points)

2. Write a fable that has the following moral: "Having gold does not insure one's having a rich life," or "money isn't everything?"

Commendable - C
Satisfactory -S
Needs Improvement - N

The correction for this paragraph should be based upon child's ability to express ideas in sentences with adequate attention given to spelling and punctuation appropriate for the level.

Level 15b - Evaluation
Language Arts

Name________________________________ Date________________________________

A. Reading and Lahguage Total: 100 points

1. Underline the letters in each word in the following list which spell the sound [er] as heard in the word herd. Mark the primary stress in words that contain more than one syllcble.

1. lurk
2. burning
3. firmer
4. heard
5. Burton

(5 points)

2. Look at the following words. If the vowel sound in the word is a, e, i, o, or u, put a check in the blank after the word.

1. trip ___
2. car ___
3. tub ___
4. charm___
5. pit ___
6. cab ___
7. mutt ___
8. fir ___
9. were ___
10. pet ___

(10 points)

3. Below are some sentence patterns. Each sentence has had either an adjective or an adjective and a noun or two adjectives and a noun left out. Think of adjectives and nouns to complete the sentences and write them in the blanks.

1. The(Adj.) beaver ran into the cave.
2. Some(Adj.), (Noun) flew high above the earth in a balloon.
3. A (Adj.), (Adj.) (Noun)fought in the bloody battle.
4. The (Adj.)(Noun) was eaten by the delighted child.
5. Three (Adj.), (Adj.) (Noun) flew through the attic. (5 points)

4. Read each sentence below to determine whether the underlined words are homophones or homonyms. Write Homophone or Homonym in the blank after each sentence, depending upon which the words are.

1. John did not think it fair that only his older brother was allowed to go to the fair. ________________________________

2. He began to peal the orange as the church bells started to peal.

________________________________.

3.

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3. I could not bear watching the grizzly bear at the zoo. __________

____

4. When Sally lost her ring, she began to wring her hands.__________

____

5. The cut on his heel did not seem to heal.__________________

(5 points)

5. ~~Rewrite~~ each of the following scrambled sentences in correct word order. Beneath each word, write what word class it belongs to: Det. for determiner, Verb, Adv. for adverb, Noun, adj. for adjective, and Aux. for auxiliary. The first one is done for you.

1. hungry The sadly pup whimpered
The hungry pup whimpered sadly.
Det. Adj. Noun Verb Adv.

2. awesomely lightning The flashing was

____

______ ______ ______ ______ ______

3. eyes smiling were dark cunningly His

____

______ ______ ______ ______ ______ ______

4. crunches Celery noisily

____

______ ______ ______

5. witch The threateningly wicked cackled

____

______ ______ ______ ______ ______

(10 points)

6. Draw a line between the subject and the predicate in each of the following sentences. Underline the subject noun once and the predicate verb twice.

1. The Jabborwock threatened the boy.

2. The twins loved to water-ski.

3. The knights jousted in the tournament.

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4. King Arthur lived at Camelot.

5. The children chewed their vitamins. (5 points)

7. Reread each sentence in Exercise 6 and write a pronoun that could be used to replace the complete subject next to each number below that is the same as the number of the sentence.

1. ____________ 4. ____________

2. ____________ 5. ____________

3. ____________ (5 points)

8. Rewrite each word below in its correct order. The first one is do for you.

1. ous danger dangerous
2. less time ____________________
3. inform mis ation ____________________
4. courage dis ____________________
5. ing un com plain ____________________
6. ly ing laugh ____________________
7. stop non ____________________
8. pre ed cook ____________________
9. al comic ____________________
10. turn re ing ____________________

(5 points)

9. Each of the following words contains a prefix or a suffix. Underline the affix and write its meaning in the space provided.

1. regain ____________________
2. discourage ____________________
3. transatlantic ____________________
4. submarine ____________________
5. glasses ____________________

(5 points)

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Language Arts

Name______________________________ Date________________________________

B. Comprehension and Literary Skills

Read each of the following sentences and decide whether it states a fact or an opinion. Write F for fact or O for opinion after each, depending upon which it is.

1. She must be poor because she has no TV.______
2. Dogs are four-legged animals.______
3. Whales are mammals that live in the sea.______
4. The rhinoceros is a huge and ugly animal.______
5. Women should not drive trucks.______
6. Silent movies are funnier than sound movies.______
7. Water freezes at 32 degrees Fahrenheit.______
8. A fathom is equal to six feet.______
9. It is tiring to walk a mile.______
10. Spinach has a terrible taste.________ (10 points)

2. Read each sentence below and decide whether it is the first sentence of a piece of fiction or of nonfiction. In the space provided after each sentence, write F for fiction or NF for nonfiction, depending upon your decision.

1. Sunlight streamed through the stained-glass windows as Jamie entered the deserted church.________
2. The island state of Tasmania, south of the Australian continent, is rarely visited by American tourists.__________
3. Damage caused by termites costs homeowners millions of dollars each year.________
4. Timmy could hear the sound of the boat's motor starting up, or was it merely the throbbing of his heart?__________
5. Newspapers, magazines, books, radio, and television are all forms of communication.____________ (5 points)

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10. Each sentence below has a noun phrase left out. Complete each sentence by filling in the blank with the kind of noun phrase indicated.

1. ____________________hid under the bed.
Proper Noun

2. ____________________like to swim in the sea.
Common Noun

3. ____________________forgot to take his brother home.
Pronoun

4. ____________________laughed at the Laurel and Hardy film.
Pronoun

5. ____________________jumped about excitedly. (5 points)
Common Noun

11. Draw a line between the syllables in the following words.

1. tattler
2. tallish
3. canteen
4. ripsnorting
5. complain
6. mobile
7. cartoon
8. backing
9. bundle
10. bargain

(5 points)

12. Each sentence below has the direct object noun phrase left out. Write a direct object noun for each sentence in the space provided. Include determiners where appropriate.

1. We ate______________________________________.
2. The cat climbed______________________________.
3. Planes carry_________________________________.
4. Books contain________________________________.
5. Boxes hold___________________________________.

[illegible])

(5 points)

Level 15b - Evaluation
Language Arts

Name______________________________ Date______________________________

C. Study Skills

1. Write the Glossary symbol for the sound that is spelled by the underlined vowel letters in the words below. You may use your book as an aid.

1. raided ______
2. turn ______
3. feet ______
4. out ______
5. super ______
6. bar ______
7. end ______
8. sky ______
9. compare ______
10. talk ______ (5 points)

D. Composition

1. Prepare an outline on "The Uses of Film." Use two main headings: I. Films that entertain, and II. Films that inform. Write each of the following under the proper headings.

Slapstick
Record of difficult surgical operations
Cartoons
Record of laboratory experiments
Newsreels
Musicals (10 points)

Instruction in the classroom

2. Pretend that you visited a planet where the "people" were musical instruments. Write two or three paragraphs describing their speech, writing, education, living conditions, and anything else you can think of that might be interesting.
Commendable - C; Satisfactory - S; Needs Improvement - N

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Level 15b - Evaluation
Language Arts

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A. Reading and Language

Total: 100 points

1. Underline the letters in each word in the following list which spell the sound |ẽr| as heard in the word herd. Mark the primary stress in words that contain more than one syllable.

1. lurk	4. Heard
2. bur′ning	5. Bur′ton=
3. fir′mer	

(5 points)

2. Look at the following words. If the vowel sound in the word is |a,| |e,| |i,| |ō,| or |u,| put a check in the blank after the word.

1. trip ✓	7. mutt ✓
2. car ____	8. fir ____
3. tub ✓	9. were ____
4. charm ____	10. pet ____
5. pit ✓	
6. cab ✓	

(10 points)

3. Below are some sentences patterns. Each sentence has had either an adjective or an adjective and a noun or two adjectives and a noun left out. Think of adjectives and nouns to complete the sentences and write them in the blanks.

1. The (Adj.) beaver ran into the cave.

2. Some (Adj.) (Noun) flew high above the earth in a balloon.

3. A (Adj.), (Adj.) (Noun) fought in the bloody battle.

4. The (Adj.), (Noun) was eaten by the delighted child.

5. Three (Adj.), (Adj.) (Noun) flew through the attic. (5 points)
(Answers will vary.)

4. Read each sentence below to determine whether the underlined words are homophones or homonyms. Write Homophone or Homonym in the blank after each sentence, depending upon which the words are.

1. John did not think it fair that only his older brother was allowed to go to the fair. Homonym

2. He began to peel the orange as the church bells started to peal.

Homophone

Teacher's copy

3. I could not bear watching the grizzly bear at the zoo. Homonym

4. When Sally lost her ring, she began to wring her hands. Homophone

5. The cut on his heel did not seem to heal. Homophone

(5 points)

5. Rewrite each of the following scrambled sentences in correct word order. Beneath each word, write what word class it belongs to: Det. for determiner, Verb, Adv. for adverb, Noun, adj. for adjective, and Aux. for auxiliary. The first one is done for you.

1. hungry The sadly pup whimpered
The hungry pup whimpered sadly.
Det. Adj. Noun Verb Adv.

2. awesomely lightning The flashing was
The lightning was flashing awesomely.
Det. Noun Aux. Verb Adv.

3. eyes smiling were dark cunningly His
His dark eyes were smiling cunningly.
Det. Adj. Noun Aux. Verb Adv.

4. crunches Celery noisily
Celery crunches noisily.
Noun Verb Adv.

5. witch The threateningly wicked cackled
The wicked witch cackled threateningly.
Det. Adj. Noun Verb Adv.
(Placement of adverbs will vary.) (10 points)

6. Draw a line between the subject and the predicate in each of the following sentences. Underline the subject noun once and the predicate verb twice.

1. The Jabberwock | threateded the boy.

2. The twins | loved to water-ski.

3. The knights | jousted in the tournament.

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4. King Arthur | lived at Camelot.
5. The children | chewed their vitamins. (5 points)

7. Reread each sentence in Exercise 6 and write a pronoun that could be used to replace the complete subject next to each number below that is the same as the number of the sentence.

1. It
2. They
3. They
4. He
5. They

(5 points)

8. Rewrite each word below in its correct order. The first one is done for you.

1.	ous danger	dangerous
2.	less time	timeless
3.	in form mis ation	misinformation
4.	courage dis	discourage
5.	ing un com plain	uncomplaining
6.	ly ing laugh	laughingly
7.	stop non	nonstop
8.	pre ed cook	precooked
9.	al comic	comical
10.	turn re ing	returning

(5 points)

9. Each of the following words contains a prefix or a suffix. Underline the affix and write its meaning in the space provided.

1.	[illegible]	again
2.	[illegible]	opposite
3.	[illegible]	across
4.	[illegible]	under
5.	[illegible]	more than one

(5 points)

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Language Arts

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10. Each sentence below has a noun phrase left out. Complete each sentence by filling in the blank with the kind of noun phrase indicated.

1. ______________________ hid under the bed.
Proper Noun

2. ______________________ like to swim in the sea.
Common Noun

3. ______________________ forgot to take his brother home.
Pronoun

4. ______________________ laughed at the Laurel and Hardy film.
Pronoun

5. ______________________ jumped about excitedly. (5 points)
Common Noun

(Answers will vary.)

11. Draw a line between the syllables in the following words.

1. tatt|ler
2. tall|ish
3. can|teen
4. fip|snort|ing
5. com|plain
6. mo|bile
7. car|toon
8. back|ing
9. bun|dle
10. bar|gain (5 points)

12. Each sentence below has the direct object noun phrase left out. Write a direct object noun for each sentence in the space provided. Include determiners where appropriate.

1. We ate ______________________________.
2. [illegible] ______________________________.
3. [illegible] ______________________________.
4. [illegible] ______________________________.
5. [illegible] ______________________________.
(5 points)

(Answers will vary.)

Level 15b - Evaluation
Language Arts

Teacher's copy

B. Comprehension and Literary Skills

1. Read each of the following sentences and decide whether it states a fact or an opinion. Write F for fact or O for opinion after each, depending upon which it is.

1. She must be poor because she has no TV. O

2. Dogs are four-legged animals. F

3. Whales are mammals that live in the sea. F

4. The rhinoceros is a huge and ugly animal. O

5. Women should not drive trucks. O

6. Silent movies are funnier than sound movies. O

7. Water freezes at 32 degrees Fahrenheit. F

8. A fathom is equal to six feet. F

9. It is tiring to walk a mile. O

10. Spinach has a terrible taste. O (10 points)

2. Read each sentence below and decide whether it is the first sentence of a piece of fiction or of nonfiction. In the space provided after each sentence, write F for fiction or NF for nonfiction, depending upon your decision.

1. Sunlight streamed through the stained-glass windows as Jamie entered the deserted church. F

2. The island state of Tasmania, south of the Australian continent, is rarely visited by American tourists. NF

3. [illegible] dollars each year. [illegible]

4. [illegible] standing up, or was it [illegible]

5. [illegible] all forms of [illegible]

[illegible]

Level 15b - Evaluation
Language Arts

Teacher's copy

C. Study Skills

1. Write the Glossary symbol for the sound that is spelled by the underlined vowel letters in the words below. You may use your book as an aid.

1. raided [illegible]
2. turn [illegible]
3. feet [illegible]
4. out [illegible]
5. super [illegible]
6. bar [illegible]
7. end [illegible]
8. shy [illegible]
9. compare [illegible]
10. talk [illegible]

(5 points)

D. Composition

1. Prepare an outline on "The Uses of Film." Use two main headings: I. Films that entertain, and II, Films that inform. Write each of the following under the proper headings.

Slapstick
Record of difficult surgical operations
Cartoons
Record of laboratory ecperiments
Newsreels
Musicals

(10 points)

I. The Uses of Film

I. Films that entertain
    A. Slapstick comedy
    B. Cartoons
    C. Musicals

II. Films that inform
    A. Record of difficult surgical operations
    B. Record of laboratory experiments
    C. Newsreels
    D. Instruction in the classroom

2. Instruction in the classroom
Pretend that you visited a planet where the "people" were musical instruments. Write two or three paragraphs describing their speech, writing, education, living conditions, and anything else you can think of that might be interesting.

The correction for these paragraphs should be based upon child's a ability to express ideas in sentences with adequate attention given to spelling and punctuation appropriate for the level.

Commendable - C; Satisfactory - S; Needs Improvement - N

Suggested Spelling List
Level 15

- scrap
- glorious
- jellyfish
- distant
- becalmed
- lessen
- fim
- rule
- prefer
- possess
- risk
- globe
- ebony
- snake
- buzzard
- fortunate
- appear
- question
- den
- character
- support
- vanity
- prepare
- funeral
- refuse
- respect
- cordially
- museum
- astronomy

- stubborn
- jiggle
- deserve
- impress
- burly
- gypsy
- vagabond
- yearn
- ordinary
- invisible
- thrust
- realize
- terrify
- batter
- stout
- pluck
- delicious
- servant
- heal
- possible
- treasure
- market
- complain
- scolding
- mast
- seek
- applaud
- potrait
- flattering

- ail
- beggar
- reward
- clever
- peace
- welfare
- grieving
- mantel
- distress
- weary
- satisfy
- perish
- plentiful
- proverb
- knead
- hovel
- shingles
- weird
- scamp
- gnaw
- quibble
- pert
- aloof
- translate
- moustache
- vigorously
- ruffles
- curator
- numeral

- quiver
- abacus
- weight
- stir
- gust
- fault
- related

- excitement
- suitable
- mar
- holiday
- precaution
- apron
- tax
- confusion
- journey
- pouch
- trouper
- greedy
- procession
- splendid
- indicate
- miracle
- postal
- border
- reduce
- afford
- corresponding

Suggested Spelling List
Level 15 (cont.)

convince
range
variety
resemble
devoted
glide
atlas
sob
companion
dismay
galley
guard
shock
lasso
increase
provision
saunter
glare
bellow
furious
trample
excussion
landmark
fathom
current
process
master

ancient
observe
axis
exact
surface
conquer
awe
venture
gales
kidnaped
apprentice
modest
mainland
imprisoned
schooner
generation
fortune
donate
cultivate
escort
adopt
civilized
mongrel
surly
sullenly
exert
course

TIME TO WONDER Unit 5 Level 15

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Level 16

LANGUAGE ARTS
Level Report
Avon, Conn.

Date ______________________________

Bear Parent,

____________________________________ has completed the Language Arts Skills taught at Level 15. The following is an overview of your childs next level.

Overview of Level 16

I. Decoding Skills

- A. Consonant spellings - hard and soft candy
- B. Consonant digraphs - Ex. show sing
- C. Short and Long vowel spelling patterns
- D. Syllable division and stress (accenting)
- E. Pronunciation Key symbols
- F. Componnd words
- G. Prefixes - Ex. un-dis
- H. Suffixes - Ex. est-ous
- I. Contractions

II. Comprehension and Literary Understanding

- A. Sequence
- B. Making Predictions
- C. Skimming
- D. Recalling Details
- E. Recognizes poetry - mystery - biography - myth - fiction - autobiography
- F. Appreciation of human values and aesthetics

III. Language

- A. Vocabulary - developing word meanings, using synonyms and antonyms
- B. Word usage
  - 1. Verbs - linking, compound verb parts
  - 2. Nouns - noun markers - collective - common - preper - noun phrases-pronouns
  - 3. Adjectives - Identify - comparitive and superlative forms
  - 4. Adverbs - words that tell how - when or whwre
  - 5. Conjunctions - and, but
- C. Sentences
  - a. Sentence patterns
  - b. Compound
- D. Handwriting - cursive forms
- E. Punctuation
- F. Capitalization

IV. Study Skills

- A. Using the Dictionary
- B. Introducing the Thesaurus

V. Creativity

- A. Extending experiences before, during and after each story read
- B. Writing compositions and friendly letters

Level 15 - Language Arts

*Review Skills From Previous Levels

I. DECODING SKILLS

A. Phonology

1. Consonants
    - a. Hard and soft c and g - cent, cap, gate , logic
    - b. Silent consonants - b,c,s,l,g,h,k,n,t,w
2. Consonant digraphs
    - a. sh - show, ch - cheese, th - third, Th - these, ng - sing, zh - treasure
3. Long Vowel and consonant sound patterns
    - a. CV - go
    - b. CCV - spy
    - c. CVC - beat
    - d. CCVC - speed
    - e. VCe - ace
    - f. CVCe - code
    - g. CCCVCe - strange
4. Short Vowel and consonant sound patterns
    - a. VC - am
    - b. VCC - ask
    - c. CVC - pop
    - d. CCVC - flip
    - e. CVCC - shelf
5. Selected vowel sounds
    - a. â - their
    - b. ä - jar
    - c. ėr - curl
    - d. ô - fort
6. Syllable division
    - a. Compound words
    - b. Words with affixes
7. Stress (accenting)
    - a. Primary and secondary accents
    - b. Compound word
    - c. Multisyllabic words
    - d. Words with affixes
    - e. Schwa sound in unaccented syllable
8. Pronunciation Key symbols
    - a. Alphabet symbols
    - b. For consonant sounds
    - c. For vowel sounds
    - d. In Glossary
    - e. Schwa - ə
9. Pitch
    - a. Definition
    - b. As meaning signals
10. Juncture
    - a. Spoken and written meaning signals (I scream - ice cream)

B. Morphology

1. Compound words

2. Prefixes
    a. un-, dis-, ir-, super-, com-, con-, pro-, per

3. Suffixes
    a. -er, -est, -ish, -ous, -y, -ly, -ment
    b. Drop final e (bake - baking-baked)
    c. Change y to i (cry - cries, cried)

4. Antonyms
    a. able - unable
    b. resistible - irresistible

5. Morphemes
    a. Comparison (quick, quicker, quickest)
    b. Agentive (teacher, organist)

6. Clipped forms
    a. gasoline - gas

7. Word families
    a. create creature, creative, uncreative, creation

8. Contractions
    a. I'll - I will or I shall
    b. I'd - I would or I had

C. Spelling

1. Relate spelling words to concepts developed in phonology and morphology.
    a. Vowel and consonant sound patterns (CVC, CVCe)
    b. Drop final e plus endings
    c. Change y to i plus endings
    d. Hard and soft c and g words
    e. Silent consonant words
    f. Basic Dolch List
    g. Past tense spellings of verbs (talked, danced, hopped, studied)

2. Proofread all written work for correct spelling.

II. COMPREHENSION

A. Literal and Inferential

1. Sequence

2. Making predictions

3. Drawing conclusions

4. Main Ideas

5. Constructing inferences

5.

6. Cause and effect

7. Making comparisons

8. Skimming

9. Recalling details

10. Fact and opinion

B. Critical Thinking

1. Interpreting the relationship among characters.

2. Imagining alternate outcomes.

3. Interpreting dialogue.

4. Distinguishigg relevant and irrelevant statements.

III. LANGUAGE

A. Syntax (Study of grammatical structure.)

1. Verbs
   - a. Substituting in a basic N - V sentence.
   - b. Linking verbs (is, are, was, were, became)
   - c. Compound verb parts (studied and read)
   - d. Identifying verbs in a sentence.
   - e. Verb phrase of a sentence is called the predicate.
   - f. Some words are classified as verbs depending on use in sentence.

2. Nouns
   - a. Noun markers or determiners (a, the, each, any, that, an, those)
   - b. As subject of sentence
   - c. Collective nouns (band, bunch, team)
   - d. Common nouns
   - e. Proper nouns
   - f. Substituting nouns in a basic N-V sentence.
   - g. Constructing compound noun parts in N-V sentences
   - h. Noun phrases
   - i. Some words are classified as nouns depending on use in sentence.

3. Adjectives
   - a. Identifying adjectives as words that add meaning to nouns
   - b. Comparative and superlative forms (-er, -est)
   - c. In Determiner-Adjective-Noun pattern

4. Adverbs
   - a. Words that tell how, when or where something happens.

5. Conjunctions
   - a. and, but

6. Sentences
   - a. Compound
   - b. Distinguishing between sentence fragments, scrambled sentences, and complete sentences.

   c. Constructing sentence patterns: N-V. N-V-N
   d. Identifying sentence patterns: N-LV-N, N-V, N-V-N

B. Semantics (The exploration of meaning assigned to words and groups of words)

   1. Identifying special terminology for male and female adults and the young of animal families.

   2. Distinguishing the correct dictionary definition of a word that matches a given sentence context.

   3. Describing the meanings of idiomatic expressions.

   4. Describing old and new meanings of given words

   5. Describing the emotional connotations of words as being positive or negative.

   6. Identifying words that have more than one meaning.

C. Handwriting

   1. Diagnose and review all cursive forms

   2. Review joining of cursive letters.

   3. Extend cursive writing into all subject areas.

   4. Proofread written work for correct handwriting forms.

D. Mechanics

   1. Punctuation
      a. Apostrophe
         1. Contractions
         2. In singular and plural possessives.
      b. Color-writing time. After introductory word of a list or long series.
      c. Comma
         1. Between city and state
         2. Between day of month and year
         3. After greetings and closing of a friendly letter
         4. Between words in a series
         5. Between series of phrases
         6. In dialogue between speaker and what is said.
      d. Dash
         1. Between pages (pp. 5-8)
         2. Between hours in feference to time
      e. Exclamation mark
         1. To show surprise or great feeling
      f. Hyphen
         1. To divide words when they don't fit at the end of a line.
      g. Periods
         1. After a statement or a command
         2. After an abbreviation or an initial.

h. Question Marks
1. After an asking sentence
2. Placement of question mark with quotation marks.
i. Quotation marks
1. Before and after words you are quoting.
j. Underlining
1. Titles of books.

2. Capitalization
a. First word of a sentence.
b. Pronoun "I"
c. Proper nouns (names of people, days of the week, months, cities, states, countries, streets and holidays)
d. Titles of respect (Mr., Mrs., Dr., Rev., Gov., Miss, Jr., Sr.)
e. Important words of story and book titles
f. In a letter, first words of both the greeting and closing.

3. Letters and Addresses - Friendly
a. Learn parts of friendlylletter
b. Compose friendly letters

4. Usage
a. Pronouns
1. Subject pronouns
2. Object pronouns
3. Object pronouns after prepositions
4. We and us before nouns
5. Himself, ourselves and themselves

IV. STUDY SKILLS

A. Using the Dictionary
1. Alphabetical order beyond the third letter
2. Distinguish between a dictionary and a Glossary
3. Guide words
4. Entry words
5. Syllables, accents, respellings, meanings
5. Pronunciation Key

B. Introducing the Thesaurus
1. Cross references
2. Synonyms and antonyms

V. LITERARY UNDERSTANDING

A. Rhetoric and Literary Skills
1. Alliteration
2. Similes
3. Metaphors
4. Cliches
5. Synonyms
6. Antonyms
7. Flashback
8. Personification
9. Tone and mood
1. Types of literature
a. Autobiography
b. Biography

    c. Essay
    d. Fable
    e. Mystery
    f. Myth
    g. Poetry
    h. Fantasy
    i. Fiction (realistic, historical, humorous)

B. Human Values and Aesthetics

1. To relate pupils' own behavior and emotions to the behavior and emotions of story characters.

2. To promote understanding and appreciation of people with different backgrounds and experience

3. To develop the concept of the importance of courage and determination in achieving one's goals.

4. To help pupils appreciate fantasy as a form of creative thinking.

5. To foster an appreciation of the unchanging nature of some human values and emotions.

6. To teach that creativity lies within the reach of all.

7. To point out the usefulness of reason and plannigg in problem solving.

8. To point out the importance of persistance in accomplishing major achievements.

9. To stimulate an interest in myths as primitive expressions of the basic human effort to explain natural phenomena.

10. To develpp an appreciation of the English language and its rich heritage from other languages.

VI. CREATIVITY

A. Developing Creative Potential

1. Appreciating paingings
2. Constructing bulletin board displays relating to story.
3. Writing Codes.
4. Dramatizing a myth or poem.
5. Illustrating a chart
6. Pantomiming
7. Role playing
8. Listening to recordings of poems and stories
9. Singing songs related to stories.
10. Constructing word chains
11. Choral reading

B. Composition

1. Writing jingles for commercials
2. Making a dictionary of prefixes and suffixes

3. Writing rhymes
4. Writing a book review
5. Writing a fictitious diary
6. Writing a short composition
7. Writing original poems
8. Writing a short story including dialogue

VII. MATERIALS

A. Required - Holt, Rinehart and Winston, Inc.

1. Freedom's Ground - Units 1 and 2
    - a. Text (pupil and teacher's handbook)
    - b. Workbook
    - c. Satellite Books
        - 1. Unit 1 - Marvelous Machines
          The Last Horse
        - 2. Unit 2 - The Wonderful Words of Sports
          The Making of a Book

    - d. AV Material
        - 1. Recordings
            - a. Unit 1 - "Take Off With Books"
              "Sing Hi-diddle Diddle"
              "Poem of Praise"
              "Lucy and the Wardrobe"
            - b. Unit 2 - "Feelings About Words"
              "Scat! Skitten!"
              "Goose, Moose and Spruce"
              "A Commercial for Spring"
              "Eve Merriam Interview"

        - 2. Sound Filmstrips
            - a. Unit I - "A Story Takes Place"
              "Ways to Achieve Style"
            - b. Unit 2 - "Who Named America?"
              "Ways To Define Words"

2. Scott, Foresman - In Other Words - A Junior Thesaurus - Book 2

B. Alternate Reading Program - approval of Reading Department:
1. McGraw-Hill - Programmed Reading - Sullivan

2. Merrill, Charles - Merrill readers

3. Scott, Foresman

4. Ginn 360

C. Supplementary Materials

1. Language
    - a. Holt, Rinehart and Winston, Inc. - The Arts and Skills of English - Books 4 and 5 (sample copies of workbook)
    - b. Laidlaw - Exploring in English - Book 4
      Discovery in English - Book 5
      (Activity sheets and tests)

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- c. Scott, Foresman - Language and How To Use It - Books 4 and 5 (Activities book, sample copies and records)
- d. Harcourt, Brace and World - The Roberts Series - Books 4 and 5 (workbooks)
- e. Random House - The Writing Bug Kit(filmstrips, tapes, activity cards)
- f. Ginn - Creativity Idea Books: Can You Imagine? For Those Who Wonder
- g. Harcourt, Brace and world - Wider Than the Sky-Book 5
- h. Laidlaw - Words With Wings - Book 5
- i. Random House - Winding Roads - Book 5
- j. Lippincott - Reading For Meaning - Book 5
- k. Paperbacks
    - 1. Scholastic Individualized Reading Kits
    - 2. Limited copies of assorted paperbacks
- l. Barnell Loft, Ltd. - Capitalization and Punctuation - Sets D and E - Individualized Kit

2. Spelling

- a. 220 Basic Dolch List
- b. The Basic Hundred Spelling Words
- c. Scott, Foresman - Spelling Our Language - Book 5
- d. Webster, McGraw Hill - Basic Goals in Spelling - Book 5
- e. Noble and Noble - Spell/Write - Book 5
- f. Economy Co. - Continuous Progress Spelling Kit

3. Handwriting
- a. Scott, Foresman - Writing Our Language - Book 5

4. Enrichment Materials
- a. Lyons and Carnahan - The New Phonics We Use C, D, E, F
- b. Barnell, Loft - Ltd. - Specific Skill Series - B, C, D, E, F (Main Idea, Sequence, Context Sounds, Following Directions, Locationg the Answers, Getting The Facts, Drawing Conclusions)
- c. Teacher made materials (See Activities Section of guide)
- d. Library filmstrips and tapes
- e. S.R.A Reading Labs - IIA
- f. EDL Controlled Reader and Language Master
- g. Continental, Hayes, Jen Duplicating Masters
- h. Educators Publishing Service - Book 1 and 2
- i. Dictionary and encyclopedia
- j. Dr. Herr - Cross word Puzzles - Book 2

VIII. EVALUATION

A. Required:
1. Holt, Rinehart and Winston - Evaluation masters for individual stories.
2. Holt, Rinehart and Winston - End of Unit Tests (16A, 16B)
3. Teacher Made Tests

B. Optional:
1. Informal Reading Inventory
2. Gates - MacGinite Test - Standardized
3. Metropolitan Achievement Test
4. Botel Inventory of Phonetic Skills

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Total: 100 pts.

A. Reading and Language

1. Write the correct prefix un-, ir-, dis-, com-, or super- in the blank in each of the following sentences.

   1. The cut on his hand was ________________ficial.
   2. His charming smile was ______resistible.
   3. Bob's pain caused him much _________comfort.
   4. He couldn't solve the problem because it was too __________plex.
   5. To this day the hidden treasure has not been _________earthed. (5 points)

2. In the sentences below, underline once the key word that tells the subject, and underline twice the verb, or the key word that tells what the subject did.

   1. The naughty boy ran away
   2. Their faces reddened.
   3. The old Indian entered shyly.
   4. The dry arroyo flooded suddenly.
   5. Sally listened carefully. (5 points)

3. In the following sentences, underline the adjectives once and the nouns they describe twice.

   1. Steep hills ringed the shallow beach of black sand.
   2. A lonely goatherd guarded his restless flock.
   3. The nervous stranger dropped the unbreakable record.
   4. The soft snow made crunchy noises.
   5. Wooden fences surrounded the green pastures. (5 points)

4. Underline the adverbs in the following sentences. In the blank after each sentence, state whether the adverb tells how, when, or where.

   1. The horse quickly jumped the fence. ____________________
   2. The harbor master looked down. ____________________
   3. We left later. ____________________
   4. He delivers the evening paper here. ____________________

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5. Nervously the man entered. ____________________

(5 points)

5. Read the sentences below. Put a check in the blanks before those sentences which start with the noun marker-adjective-noun pattern and underline the noun marker and the noun that follows it.

____1. Those beautiful houses are empty.

____2. Football players practice often.

____3. A tiny cloud appeared.

____4. Nancy came to school late.

____5. The old man walked slowly. (5 points)

6. Write N in the blank following each sentence if the underlined word acts as a noun; write V if it acts as a verb.

1. I will still the barking dog by talking quietly to him. ________

2. They judge you on your performance. ________

3. In the still of the night, I slumbered peacefully. ________

4. Librarians catalog books by subject. ________

5. Those boys will be sorry when they face the judge. ________

6. The mail-order catalog arrived yesterday. ________

(6 points)

7. Underline the correct pronoun in each sentence.

1. __________ and I are going home.
He Him

2. John taught __________ and me to swim.
she her

3. I made these cookies for Tom and __________.
me I

4. This picture of you and __________ is blurry.
they them

5. The clock told __________ skaters that it was time to go home.
we us

(5 points)

B. Comprehension and Literary Skills

1. In the blank before each of the following sentences, write S if the sentence uses a simile, M if it uses a metaphor, and P if it contains an example of personification.

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____1. The tall buildings are fingers stretching to the sky.

____2. Freddy's books felt as heavy as a pile of rocks.

____3. The woods called to Lucy to go further.

____4. As suddenly as a fuse blowing, they stopped singing.

____5. The feather danced lightheartedly in the wind.

____6. Lucy was as happy as a bee finding honey.

____7. The channel wound like a snake avoiding hot stones in the desert sand.

____8. A new-born foal is a sausage balanced on four toothpicks.

____9. My heart jumped from my chest to my mouth and slowly settled back down.

___10. The ice cream shop is a magnet each day after school.
(5 points)

2. Each of the sentences below contains an adjective that appeals to one of the senses-touch, smell, sight, hearing, or taste. Underline this adjective; and in the blank in front of each sentence, name the sense to which the adjective appeals.

________1. What was Homer to do about the howling sixth-grade teacher?

________2. Ginger pushed her soft nose against the colt.

________3. A coppery haze lay over the lagoon.

________4. Mr. Tummus served toast and sweet honey.

________5. The aroma of the fragrant blossoms drifted in.
(5 points)

3. Each of the following sentences presents a pun, or play on words. Underline the word or words that create the pun.

1. The soldier caught cold because he was in the draft.

2. Our house is much cleaner since our dog Spot ran away; in fact, it is Spotless.

3. We have a free sundae once a week.

4. After breaking the windows, he had pains in his hands.

5. That pool player must be a good actor because he knows his cues.
(5 points)

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4. In the following paragraph, replace the underlined verbs with more vivid and exciting ones that speed up the action and add interest. Try to think of verbs other than those in your text.

At every stride of my camel, I was sent sideways so that I leaned out of the saddle directly above the earth. Somehow like a Yo-Yo, each time I was pushed back into place and then once again thrown sideways out into the air. Of course, I reached for the camel's hump in front of me. (5 points)

5. For each sentence starter below, underline the ending that creates a mood of suspense.

   1. As Jack passed the bank,
      a. he met his friend Bill and walked with him for five blocks.
      b. he saw a man dash out the door.
   2. Last night, while Mary was reading a book,
      a. she was startled by a tapping at the window.
      b. her parents were watching TV.
   3. The small boat was sailing along smoothly
      a. until it shuddered and came to an abrupt stop.
      b. while the crew was telling jokes.
   4. A police car
      a. came screeching around the corner with its siren screaming.
      b. cruised down the street and onto the next block.

(4 points)

6. Each pair of sentences below contains one item of fantasy and one of realism. Put an F in the blank before examples of fantasy and an R in the blank before examples of realism.

   1. __Lucy looked in the wardrobe.
   2. __Lucy stepped through the wardrobe.
   2. __The jet plane went so fast, it traveled into the future.
   4. __The jet plane broke the speed record that had been set the week before.
   3. __The main character is a tall, thin boy with red hair.
      __The main character is a tall, thin giraffe with a red bow tie.

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4. __The tune made the whole town bob and weave to its beat without stopping.

   __The tune had catchy lyrics and a bouncy rhythm.

5. __Behind the coppery haze El Diablo was waiting in the lagoon.

   __The coppery haze rested on the waters of the lagoon. (5 points)

7. Numbers 1-6 list the selection titles from Unit 1. The types of writing are listed below. Match each title with the type of writing it represents by writing a letter in the blank next to the title.

__1. "The Black Pearl"

__2. "Pie and Punch and You-Know-Whats"

__3. "Mostly Beginnings"

__4. "The Captain Goes Ashore"

__5. "Lucy and the Wardrobe"

a. Realistic fiction
b. Autobiography
c. Fantasy
d. Historical fiction
e. Humorous fiction

(5 points)

C. Study Skills

1. Here are five words for you to consider as new entries in a glossary.

pinnacle peso gallop curtsy foal

Write each new entry where it belongs alphabetically between the pairs of words given.

1. fleet ________________ folk
2. petunia ________________ pioneer
3. crop ________________ cylinder
4. gait ________________ gangplank
5. pertain ________________ petal

Now, write each new entry besides its meaning.

____________________to move very fast

____________________a kind of bow made by women

____________________a unit of money in certain areas

____________________a baby horse

____________________a high peak of rock (10 points)

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2. Study the following sample dictionary entry. In the blank before each sentence below, put the number of the definition of the word as used in the sentence.

second(sek'ənd) 1. immediately following the first. 2. another. 3. an assistant. 4. sixieth part of a minute. adj., n.

__1. Ginger's mother called her a second time.

__2. A prizefighter's helper is called a second.

__3. His time was two minutes and one second.

__4. She was second in her class.

__5. "Just a second, and I'll be there, " Sally called.

(5 points)

3. The words below are written in Pronunciation Key symbols. In the blank, write each word as you would normally spell it. Check you dictionary if necessary.

1. an tēk′ ______________
2. ə roi′ ō ______________
3. b ə rōk′ ______________
4. blüm′ ərz ______________
5. kar′ əvan ______________
6. sī′ kləmən ______________
7. gil′ə tēn ______________
8. muz′l ______________
9. mon′ə s ter ē ______________
10. mis tēr′ē əs ______________

(5 points)

D. Composition

1. Mechanics Total corrections: 20 Total points: 10

Rewrite each sentence below using correct capitalization and punctuation.

1. john said have you read huckleberry finn

____

____

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2. dr mark black was born in montreal canada on may 6 1940

____

____

3. Write a friendly letter to someone and tell about a hobby or trip you have taken. Be sure to use correct letter form, punctuation, and capitalization.

Your teacher will provide paper for this letter. ~~Rating~~:
Rating: C- Commendable; S - Satisfactory; N - Needs Improvement

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Teacher's copy

A. Reading and Language

1. Write the correct prefix un-, ir-, dis-, com-, or super- in the blank in each of the following sentences.

    1. The cut on his hand was superficial.
    2. His charming smile was Irresistible.
    3. Bob's pain caused him much discomfort.
    4. He couldn't solve the problem because it was too complex.
    5. To this day the hidden treasure has not been unearthed. (5 points)

2. In the sentences below, underline once the key word that tells the subject, and underline twice the verb, or the key word that tells what the subject did.

    1. The naughty boy ran away.
    2. Their faces reddened.
    3. The old Indian entered shyly.
    4. The dry arroyo flooded suddenly.
    5. Sally listened carefully. (5 points)

3. In the following sentences, underline the adjectives once and the nouns they describe twice.

    1. Steep hills ringed the shallow beach of black sand.
    2. A lonely goatherd guarded his restless flock.
    3. The nervous stranger dropped the unbreakable record.
    4. The soft snow made crunchy noises.
    5. Wooden fences surrounded the green pastures. (5 points)

4. Underline the adverbs in the following sentences. In the blank after each sentence, state whether the adverb tells how, when, or where.

    1. The horse quickly jumped the fence. how
    2. The harbor master looked down. where
    3. We left later. when
    4. He delivers the evening paper here. where

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Teacher's copy

5. Nervously the man entered. how
(5 points)

5. Read the sentences below. Put a check in the blanks before those sentences which start with the noun marker-adjective-noun pattern and underline the noun marker and the noun that follows it.

✓ 1. Those beautiful houses are empty.

___ 2. Football players practice often.

✓ 3. A tiny cloud appeared.

___ 4. Nancy came to school late

✓ 5. The old man walked slowly. (5 points)

6. Write N in the blank following each sentence if the underlined word acts as a noun; write V if it acts as a verb.

1. I will still the barking dog by talking quietly to him. V

2. They judge you on your performance. V

3. In the still of the night, I slumbered peacefully. N

4. Librarians catalog books by subject. V

5. Those boys will be sorry when they face the judge. N

6. The mail-order catalog arrived yesterday. N
(6 points)

7. Underline the correct pronoun in each sentence.

1. He and I are going home.

2. John taught her and me to swim.

3. I made these cookies for Tom and me.

4. This picture of you and them is blurry.

5. The clock told us skaters that it was time to go home.
(5 points)

B. Comprehension and Literary Skills

1. In the blank before each of the followigg sentences, write S if the sentence uses a simile, M if it uses a metaphor, and P if it contains an example of personification.

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M 1. The tall buildings are fingers stretching to the sky.

S 2. Freddy's books felt as heavy as a pile of rocks.

P 3. The woods called to Lucy to go further.

S 4. As suddenly as a fuse blowing, they stopped singing.

P 5. The feather danced lightheartedly in the wind.

S 6. Lucy was as happy as a bee finding honey.

S 7. The channel wound like a snale avoiding hot stones in the desert sand.

M 8. A new-born foal is a sausage balanced on four toothpicks.

P 9. My heart jumped from my chest to my mouth and slowly settled back down.

M 10. The ice cream shop is a magnet each day after school.

(5 points)

2. Each of the sentences below contains an adjective that appeals to one of the senses-touch, smell, sight, hearing, or taste. Underline this adjective; and in the blank in front of each sentence, name the sense to which the adjective appeals.

hearing 1. What was Homer to do about the howling sixth-grade teacher?

touch 2. Ginger pushed her soft nose against the colt.

sight 3. A coppery haze lay over the lagoon.

taste 4. Mr. Tummus served toast and sweet honey.

smell 5. The aroma of the fragrant blossoms drifted in.

(5 points)

3. Each of the following sentences presents a pun, or play on words. Underline the word or words that create the pun.

1. The soldier cought cold because he was in the draft.

2. Our house is much cleaner since our dog Spot ran away; in fact, it is Spotless.

3. We have a free sundae once a week.

4. After breaking the windows, he had pains in his hands.

5. That pool player must be a good actor because he knows his cues.

(5 points)

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4. In the following paragraph, replace the underlined verbs with more vivid and exciting ones that speed up the action and add interest. Try to think of verbs other than those in your text.

At every stride of my camel, I was sent sideways so that I leaned out of the saddle directly above the earth. Somehow like a Yo-Yo, each time I was pushed back into place and then once again thrown sideways out into the air. Of course, I reached for the camel's hump in front of me. (5 points)

(Answers will vary)

5. For each sentence starter below, underline the ending that creates a mood of suspense.

   1. As Jack passed the bank,
      a. he met his friend Bill and walked with him for five blocks.
      b. He saw a man dash out the door.
   2. Last night, while Mary was reading a book,
      a. she was startled by a tapping at the window.
      b. her parents were watching TV.
   3. The small boat was sailing along smoothly
      a. until it shuddered and came to an abrupt stop.
      b. While the crew was telling jokes.
   4. A police car
      a. come screeching around the corner with its siren screaming.
      b. cruised down the street and onto the next block.

(4 points)

6. Each pair of sentences below contains one item of fantasy and one of realism. Put an F in the blank before examples of fantasy and an R in the blank before examples of realism.

   1. R Lucy looked in the wardrobe.

      F Lucy stepped through the wardrobe.

   2. F The jet plane went so fast, it traveled into the future.

      R The jet plane broke the speed record that had been set the week before.

   3. R The main character is a tall, thin boy with red hair.

      F The main character is a tall, thin giraffe with a red bow tie.

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Teacher's copy

4. F The tune made the whole town bob and weave to its beat without stopping.

R The tune had catchy lyrics and a bouncy rhythm.

5. F Behind the coppery haze El Diablo was waiting in the lagoon

R The coppery haze rested on the waters of the lagoon. (5 points)

7. Numbers 1-6 list the selection titles from Unit 1. The types of writing are listed below. Match each title with the type of writing it represents by writing a letter in the blank next to the title.

a 1. "The Black Pearl"

e 2. "Pie and Punch and You-Know-Whats"

b 3. "Mostly Beginnings"

d 4. "The Captain Goes Ashore"

c 5. "Lucy and the Wardrobe"

a. Realistic fiction
b. Autobiography
c. Fantasy
d. Historical fiction
e. Humorous fiction

(5 points)

C. Study Skills

1. Here are five words for you to consider as new entries in a glossary.

pinnacle peso gallop curtsy foal

Write each new entry where it belongs alphabetically between the pairs of words given.

1. fleet foal folk

2. petunia pinnacle pioneer

3. crop curtsy cylinder

4. gait gallop gangplank

5. pertain peso petal

Now, write each new entry besides its meaning.

gallop to move very fast

curtsy a kind of bow made by women

peso a unit of money in certain areas

foal a baby horse

pinnacle a high peak of rock (10 points)

Level 16a - Evaluation
Language Arts

Teacher's copy

2. Study the following sample dictionary entry. In the blank before each sentence below, put the number of the definition of the word as used in the sentence.

second (sek′ənd) 1. immediately following the first. 2. another. 3. an assistant. 4. sixieth part of a minute. adj., n.

2 1. Ginger's mother called her a second time.

3 2. A prizefighter's helper is called a second.

4 3. His time was two minutes and one second.

1 4. She was second in her class.

4 5. "Just a second, and I'll be there," Sally called.
(5 points)

3. The words below are written in Pronunciation Key symbols. In the blank, write each word as you would normally spell it. Check you dictionary if necessary.

1. an tēk′	antique
2. əroi′ō	arroyo
3. bə rōk′	baroque
4. blǖm′ərz	bloomers
5. kar′ə van	caravan
6. sī′klə mən	cyclamen
7. gil′ə tēn	guillotine
8. muz′ l	muzzle
9. mon′əs ter ē	monastery
10. mis tēr′ē əs	mysterious

(5 point)

D. Composition

1. Mechanics Total corrections: 20 Total points: 10

Rewrite each sentence below using correct capitalization and punctuation.

1. john said have you read huckleberry finn

John said, "Have you read Huckleberry Finn?"

Level 16a - Evaluation
Language Arts

Teacher's copy

2. dr mark black was born in montreal canada on may 6 1940

Dr. Mark Black was born in Montreal, Canada on May 6, 1940.

2. Write a friendly letter to someone and tell about a hobby or trip you have taken. Be sure to use correct letter form, punctuation, and capitalization.

The correction for this letter should be based upon the child's ability to express ideas in sentences with adequate attention given to letter form, spelling, punctuation and capitalization.

Recommented rating:
C - Commendable
S - Satisfactory
N - Needs Improvement

Level 16b - Evaluation
Language Arts

Name______________________ Date______________________
Total 100: points

A. Reading and Language

1. In the first blank after each word, write the vowel and consonant sound pattern: for example, CVC, CVCe, etc. In the second blank, write whether the vowel sound is long or short.

    1. up __________ __________
    2. name __________ __________
    3. lean __________ __________
    4. last __________ __________
    5. she __________ __________

    (10 points)

2. The following words are separated into syllables. Place an accent on the syllable that receives the primary stress. Put a line between the separate words in compound words.

    1. an nounced
    2. push ing
    3. school mas ter
    4. fa ble
    5. loud speak er
    6. book worm
    7. sci en tif ic
    8. some time
    9. base ball
    10. pop u lar

    (10 points)

3. Add the correct suffix(-ish, -ous, or -iy) to the nouns in the list below to form adjectives. In the blank in each sentence, write the adjective formed that best fits the sentence.

    baby hazard dirt poison fever

    1. The explorers had a very ______________ journey.
    2. His behavior was ______________ for an eleven-year-old.
    3. They worked with a ______________ speed to complete the job.
    4. His clothes were too ______________ to wear to school.
    5. The ______________ detergent was banned from the market.

    (5 points)

Level 16b - Evaluation
Language Arts.

Name______________________________ Date______________________________

4. Look at the five sentences below. Write -ly in the blank after the adjective if the sentence context requires an adverb. Write X in the blank if the adjective fits.

   1. The Doubt held Dr. Cranshaw's collar tight_____in his beak.

   2. The explorer was behaving strange______.

   3. Alvin was cheerful____even in the face of danger.

   4. The Doubt behaved bad_____.

   5. That is an odd____way to act. (5 points)

5. In the blank after each sentence below, write N-V if the sentence has a Noun-Verb pattern, write N-V-N if it has a Noun-Verb-Noun pattern; and write N-LV-N if it has a Noun-Linking-Verb-Noun pattern. Underline each noun once and each verb twice.

   1. Alvin solved the mystery. ________________

   2. The Doubt flew. ________________

   3. An unabridged dictionary contains many words. ________________

   4. American English is our native language. ________________

   5. Many foreign words became English words. ________________

   6. The local tribes gathered. ________________

   7. The Indians discussed their problem. ________________

   8. Our language grew. ________________

   9. Gumbo is an African dish. ________________

   10. Ponce de Leon explored Florida. ________________

   (20 points)

6. For each word below, underline the synonym that is closest in meaning to the word as that word is used. Cross out the word that is opposite in meaning from the word.

   1. brief: as in a brief moment

      a. fleeting b. concise c. extended

   2. strong: as in a strong man

      a. solid b. powerful c. weak

Level 16b - Evaluation
Language Arts

Name_______________________________________ Date_______________________________________

3. hold: as in "Hold the fort!"

   a. grasp b. defend c. surrender

4. squinting: as in squinting eyes

   a. open b. closed c. narrowed

5. hate: as in hate each other

   a. despise b. dislike c. love (5 points)

7. Below are five words that can be substituted for the word ran. For each sentence below the list, select the word that best fits the context of the sentence and write that word in the blank.

accelerated fled operated scampered sprinted

1. Father __________________ the motor.

2. The runner ___________________ across the finish line.

3. When his kidnappers turned their backs, the boy _________________ out the door.

4. The tiny mouse ___________________ for his hole.

5. The foreman was the only one who ____________________ the complex generator. (5 points)

B. Comprehension and Literary Skills

1. Below are five statements relating to myths. Put a check in the blank before each statement that is true about a myth.

___1. Myths are usually handed down orally.

___2. A myth always has seven characters.

___3. A myth may offer an explanation of a natural occurrence.

___4. At least one of the characters in a myth is usually godlike.

___5. Myths are based on factual evidence. (5 points)

2. [illegible]

Level 16b - Evaluation
Language Arts

Name________________________________ Date________________________________

2. Below are five sentences about Noah Webster's life and work and the development of American English. Put the events in proper sequence by numbering them in the order in which they occurred.

____Webster published his third and last dictionary, which included etymologies, definitions and pronunciations for seventy thousand words.

____While teaching school, Noah Webster felt the need for a properly written spelling book of American English words, and he wrote one that included spellings, pronunciations, abbreviations, and place names.

____Noah Webster studied at Yale while Connecticut was still an English colony.

____Today, it takes the efforts of many people to compile an unabridged dictiona dictionary of over 450,000 entries.

____Partly as a result, spelling bees became popular among young and old alike.
(5 points)

3. Below are five numbered selection titles and eight lettered statements. In the blank after each title, write the letter of the statement that expresses the theme or the main idea of that selection.

1. "Pushing Up the Sky" ________
2. "Noah Webster: The Word Watcher" ________
3. "Where Do You Live?" ________
4. "Beyond the Shadow of a Doubt" ________
5. "Handy Do-It-Yourself Word-Making Kit" ________

a. If one allows fear and superstition to influence him, he will not accomplish his goal.
b. Each Indian tribe on the Northwest Coast has its own language.
c. Making a new language requires inventing new words, using old words with new meanings, combining words in several ways, and borrowing words or word parts from other languages.
d. A knowledge of cryptography is needed to solve mysteries.
e. Noah Webster devoted his life to compiling a dictionary of American English and to standardizing the language.
f. American place names have many sources, such as foreign place names, famous people, geographic features, and someone's sense of humor.
g. The letter e is used in English more frequently than any other letter.
h. In their explanation of the origin of the Big Dipper, the Indians around the Puget Sound expressed the need for a universal means of communication.
(5 points)

Level 16b - Evaluation
Language Arts

Name______________________________ Date______________________________

4. Listed below are four types of literature found in Unit 2. In the blank after each title, write the type of literature the selection represents.

poetry mystery biography myth

1. "Alvin and the Secret Code" ______________
2. "Noah Webster: The Word Watcher" ______________
3. "Scat! Scitten! ______________
4. "Pushing Up the Sky" ______________
5. "A Time to Talk" ______________

(5 points)

C. Study Skills

1. Look at the ten words listed and decide in which form they would be listed in a dictionary. In the blank after each word, write the dictionary entry word you would look under to find the word.

1. forgiving ______________ 6. quickly ______________
2. excited ______________ 7. flapped ______________
3. countries ______________ 8. busiest ______________
4. fanciest ______________ 9. donated ______________
5. etymologies ______________ 10. falling ______________

(5 points)

2. Put these words in A-B-C order. Look at more than the first letter.

cheer, cheep, chair, cheese, cheap

1. chair______________
2. ______________
3. ______________
4. ______________
5. ______________

(5 points)

D. Composition

1. Rewrite the following paragraph using correct punctuation and capitalization

bob and dick moved away from avon connecticut in december 1973 dads brother jim is writing a book backpacking in vermont

____

____

____

Level 16b - Evaluation
Language Arts

Name________________________________ Date________________________________

2. Listed below are several places probably named for fun. Choose one and using your imagination, write a story telling how the name came about.

Stupidville	Hot Coffee
Noodle	Nosey Valley

C-Commendable
S-Satisfactory
N-Needs Improvement

Total 100 points

Level 16b - Evaluation
Language Arts

Teacher's copy

A. Reading and Language

1. In the first blank after each word, write the vowel and consonant sound pattern: for example, CVC, CVCe, etc. In the second blank, write whether the vowel sound is long or short.

1.	up	VC	short
2.	name	CVCe	long
3.	lean	CVC	long
4.	last	CVCC	short
5.	she	CV	long

(10 points)

2. The following words are separated into syllables. Place an accent on the syllable that receives the primary stress. Put a line between the separate words in compound words.

1. an nounced′
2. push′ ing
3. school′/ mas ter
4. fa′ ble
5. loud′/ speak er
6. book′/worm
7. sci en tif′ ic
8. some′/ time
9. base′/ ball
10. pop′ u lar

(10 points)

3. Add the correct suffix(-ish, -ous, or -ly) to the nouns in the list below to form adjectives. In the blank in each sentence, write the adjective formed that best fits the sentence.

baby hazard dirt poison fever

1. The explorers had a very hazardous journey.
2. His behavior was babyish for an eleven-year-old.
3. They worked with a feverish speed to complete the job.
4. His clothes were too dirty to wear to school.
5. The poisonous detergent was banned from the market.

(5 points)

Level 16b - Evaluation
Language Arts
Teacher's copy

4. Look at the five sentences below. Write -ly in the blank after the adjective if the sentence context requires an adverb. Write X in the blank if the adjective fits.

   1. The Doubt held Dr. Cranshaw's collar tightly in his beak.
   2. The explorer was behaving strangely.
   3. Alvin was cheerfulX even in the face of danger.
   4. The Doubt behaved badly.
   5. That is an oddX way to act. (5 points)

5. In the blank after each sentence below, write N-V if the sentence has a Noun-Verb pattern, write N-V-N if it has a Noun_Verb-Noun pattern; and write N-LV-N if it has a Noun-Linking-Verb-Noun pattern. Underline each noun once and each verb twice.

   1. Alvin solved the mystery N-V-N
   2. The Doubt flew. N-V
   3. An unabridged dictionary contains many words. N-V-N
   4. American English is our native language. N-LV-N
   5. Many foreign words became English words. N-LV-N
   6. The local tribes gathered. N-V
   7. The Indians discussed their problem. N-V-N
   8. Our language grew. N-V
   9. Gumbo is an African dish. N-LV-N
   10. Ponce de Leon explored Florida. N-V-N
   (20 points)

6. For each word below, underline the synonym that is closest in meaning to the word as that word is used. Cross out the word that is opposite in meaning from the word.

   1. brief: as in a brief moment

      a. fleeting b. concise c. ~~extended~~

   2. strong: as in a strong man

      a. solid b. powerful c. weak

Level 16b - Evaluation
Language Arts

Teacher's copy

3. Hold: as in "Hold the fort!"

   a. grasp b. defend c. surrender

4. squinting: as in squinting eyes

   a. open b. closed c. narrowed

5. hate: as in hate each other

   a. despise b. dislike c. love

7. Below are five words that can be substituted for the word ran. For each sentence below the list, select the word that best fits the context of the sentence and write that word in the blank.

   accelerated fled operated scampered sprinted

   1. Father accelerated the motor.
   2. The runner sprinted across the finish line.
   3. When his kidnappers turned their backs, the boy fled out the door.
   4. The tiny mouse scampered for his hole.
   5. The foreman was the only one who operated the complex generator.

   (5 points)

B. Comprehension and Literary Skills

1. Below are five statements relating to myths. Put a check in the blank before each statement that is true about a myth.

   ✓ 1. Myths are usually handed down orally.
   ___ 2. A myth always has seven characters.
   ✓ 3. A myth may offer an explanation of a natural occurrence.
   ✓ 4. At least one of the characters in a myth is usually godlike.
   ___ 5. Myths are based on factual evidence.

Level 16b - Evaluation
Language Arts

Teacher's copy

2. Below are five sentences about Noah Webster's life and work and the development of American English. Put the events in proper sequence by numbering them in the order in which they occurred.

4 ~~1.~~Webster published his third and last dictionary, which included etymologies, definitions, and pronnnciations for seventy thousand words.

2 While teaching school, Noah Webster felt the need for a properly written spelling book of American English words, and he wrote one that included spellings, pronunciations, abbreviations, and place names.

1 Noah Webster studied at Yale while Connecticut was still an English colony.

5 Today, it takes the efforts of many people to compile an unabridged dictionary of over 450,000 entries.

3 Partly as a result, spelling bees became popular among young and old alike.

3. Below are five numbered selection titles and eight lettered statements. In the blank after each title, write the letter of the statement that expresses the theme or the main idea of that selection.

1. "Pushing Up the Sky" h
2. "Noah Webster: The Word Watcher" e
3. "Where Do You Live?" f
4. "Beyond the Shadow of a Doubt" a
5. "Handy Do-It-Yourself Word-Making Kit" c

a. If one allows fear and spperstition to influence him, he will not accomplish his goal.
b. Each Indian tribe on the Northwest Coast has its own language.
c. Making a new language requires inventing new words, using old words with new meanings, combining words in several ways, and borrowing words or word parts from other languages.
d. A knowledge of cryptography is needed to solve mysteries.
e. Noah Webster devoted his life to compiling a dictionary of American English and to standardizing the language.
f. American place names have many sources, such as foreigh place names, famous people, geographic features, and someone's sense of humor.
g. The letter e is used in English more frequently than any other letter.
h. In their explanation of the origin of the Big Dipper, the Indians around the Puget Sound expressed the need for a universal means of communication. (5 points)

Level 16b - Evaluation
Language Arts

Teacher's copy

4. Listed below are four types of literature found in Unit 2. In the bla blank after each title, write the type of literature the selection represents.

poetry mystery biography myth

1.	"Alvin and the Secret Code"	mystery
2.	"Noah Webster: The Word Watcher"	biography
3.	"Scat! Scitten!"	poetry
4.	"Pushing Up the Sky"	myth
5.	"A Time to Talk"	poetry

(5 points)

C. Study Skills

1. Look at the ten words listed and decide in which form they would be listed in a dictionary. In the blank after each word, write the dictionary entry word you would look under to find the word.

1.	forgiving	forgive	6.	quickly	quick
2.	excited	excite	7.	flapped	flap
3.	countries	country	8.	busiest	busy
4.	fanciest	fancy	9.	donated	donate
5.	etymologies	etymology	10.	falling	fall

(5 points)

2. Put these words in A-B-C order. Look at more than the first letter.

cheer, cheep, chair, cheese, cheap

1. chair
2. cheap
3. cheep
4. cheer
5. cheese

(5 points)

D. Composition

1. Rewrite the following paragraph using correct punctuation and special capitalization.

bob and dick moved away from avon connecticut in december 1973 dads brother jim is writing a book backpacking in vermont

Bob and Dick moved away from Avon, Connecticut in December, 1973.Dad's brother, Jim, is writing a book, Backpacking in Vermont.

Level 16b - Evaluation
Language Arts

Teacher's copy

2. Listed below are several places probably named for fun. Choose one and, using your imagination, write a story telling how the name came about.

Stupidville	Hot Coffee
Noodle	Nosey Valley

The correction for this story should be based upon the child's ability to express ideas in sentences with adequate attention given to spelling, punctuation and capitalization.

Recommended rating:
C - Commendable
S - Satisfactory
N - Needs Improvement

Suggested Spelling List
Level 16

jukebox
sandwich
interrupt
measure
diddle
encore
quartet
harmony
melody
verse
dignified
catalog
admit
monotonous
ginger
gentle
stall
beside
beautiful
chimney
aunt
okay
race
treasure
track
barn
star
slap
kite

harbor
canoe
yield
shrewd
permit
pants
current
shark
superstitious
reef
pact
gulp
oyster
blame
vast
stern
stroll
silver
wrap
badger
harp
troop
enormous
exclaim
umbrella
kettle
tongs
sorry
innocent

lull
cloven
farewell
disguise
escape
cargo
curious
curtsy
absorb
succeed
detain
involve
stun
cobbles
noble
snarl
salute
docile
concentration
bonfire
seminary
fabulous
jockey
naturalist
novel
essay
bantam
———
hammock

whisper
scribble
support
cipher
panic
arrest
meddle
clue
frequency
explain
colony
pronunciation
reflect
fable
unabridged
pioneer
establish
democracy
patriot
signal
superimpose
calculate
vernacular
villain
safari
provision
persist
scale
declare

contact
restaurant
~~dessert~~
dessert
achievement
satellite

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Anderson, C.W., C.W. Anderson's Complete Book of Horses and Horsemanship. New York: The Macmillan Company. Emphasis is given to the history and development of the horse and to anecdotes about specific horses. Also covered are breeds and their differences, selecting a horse, steeplechase riding, harness racing, care and training of horses.

Auslander, Joseph, and Frank E. Hill, The Winged Horse: The Story of the Poets and Their Poetry. New York: Doubleday & Company, Inc. This history of the great poets from the time of Homer does not consider poets of the current generation, but it is still the foremost readable and informative account for young people. For better readers.

Boston, Lucy M., The Children of Green Knowe. New York: Harcourt Brace Jovanovich, Inc. A little boy comes to the big ancestral house at Green Knowe and thinks he hears and sees some children who had lived at Green Knowe many generations before him.

Chalmers, Audrey, Hundreds and Hundreds of Pancakes. New York: The Viking Press, Inc. What happens to the Fizzlewit family when raging wild animals escape from the zoo?

Coatsworth, Elizabeth, Away Goes Sally. New York: The Macmillan Company. In this story, a little girl is transported from Massachusetts to Maine in a little house on runners, drawn by twelve strong oxen. It is set in the 1800's. The poems between chapters enhance the book.

______ Jock's Island. New York: The Viking Press, Inc. The inhabitants are forced to abandon their island when a volcano erupts. Jock, a border collie in charge of the sheep, is left alone to face hunger and danger from the other animal.

______ Jon, the Unlucky. New York: Holt, Rinehart and Winston, Inc. This is a story about a young Danish orphan, who goes to Greenland where he meets the descendants of a tenth-century expedition that sailed under Eric the Red. In the hidden valley where these people live, Jon finds that all outsiders are condemned to die. How Jon persuades these people to spare his life makes up the tale.

______ The Princess and the Lion. New York: Pantheon Books. Disguised as a boy and accompanied by the royal lion, Princess Miriam set out on a dangerous journey across the desert. Her mission is to prevent her brother from losing his chances of becoming the next king of Abyssinia(now Ethiopia.)

Faber, Doris, Robert Frost: American Poet. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. Robert Frost's childhood ended at the age of eleven with his father's death, but already his interest in books and poetry had been formed.

Farley, Walter, Son of the Black Stallion. New York: Random House, Inc. This is the story of a boy's love for his horse, a love that would not let him be believe that his stallion could not be freed of his savage, natural instinct to kill.

Fenner, Phyllis R., ed., Fools and Funny Fellows: More "Time to Laugh" Tales. New York: Alfred A. Knopf, Inc. Twenty-one short stories of withand humor.

Jagendorf, M.A., Noodlehead Stories from Around the World. New York: The Vanguard Press, Inc. Comic tales of foolish people from Africa, Norway, England, the United States, and other countries.

Kielty, Bernardine, Marie Antoinette. New York: Random House, Inc. Young people will find excitement in the biography of the queen who lost her throne during the French Revolution.

Lewis, C.S., The Last Battle. New York: The Macmillan Company. This last volume of the "Chronicles of Narnia" concerns Jill and Eustace, the children from beyond the World's End, who came to the aid of young King Tirian in magical Narnia's last battle with the evil Calormenes. King Tirian is overcome, butthis prison becomes a paradise.

______ The Magician's Nephew. New York: The Macmillan Company. This sixth Narnian chronicle builds the historical framework of The Lion, the Witch and the Wardrobe . We are taken back to the dawn of Narnian time and the day when beasts first talked, which was also the day when people from our world first went into Narnia. This story explains how the other Narnian adventures began. It is followed by The Last Battle, the final volume of the series.

______ Prince Caspian: The Return to Narnia. New York: The Macmillan Company. In this fantasy, the four children return to Narnia and, with the help of the great lion Aslan, overthrow the evil Telmarines, save Prince Caspian from his murderous uncle, and restore Caspian, the rightful king, to the throne. This volume is followed by The Voyage of the Dawn Treader in the "Chronicles of Narnia" series.

______ The Silver Chair. New York: The Macmillan Company. Eustace and Jill are seeking Relian, the missing son of King Caspian, in the magic world of Narnia. In their search, the children encounter talking owls, marsh-wiggles, underworld earthworms, a witch, and even a centaur before they are able to free the underworld from the evil spell that has been put upon it. This volume is followed by The Horse and His Boy in the "Chronicles of Narnis" series.

McCloskey, Robert, Centerburg Tales. New York: The Viking Press, Inc. In Centerburg, preposterous things are still happening because Homer Price, Grandpa Hercules, Freddy, and the others still live there. A sequel to Homer Price.

______ Lentil, a boy living in the town of Alto, Ohio, can't carry a tune. He le learns to play the harmonica, however, and this knowledge proves a saving grace in a time of civic crisis.

Meltzer, Milton, Langston Hughes: A Biography. New York: Thomas Y. Crowell Company. The life and literary career of America's greatest Negro poet are recounted.

Nash, Ogden, Parents Keep Out: Elderly Poems for Youngerly Readers. Boston: Little, Brown & Company. Poems to and about children from the author's earlier books make up this collection.

Robertson, Keith, Henry Reed, Incorporated/ New York: The Viking Press, Inc. Henry and his friend go into the "research business" during summer vacation. The hilarious results of their enterprises are recorded in Henry's journal.

Spencer, Cornelia, The Song in the Streets: A Brief History of the French Revolution. New York: The John Day Company, Inc. The eventful days of the French Revolution are vividly portrayed and accompanied by reproductions of famous illustrations.

Williamson, Joanne S., Jacobin's Daughter. New York: Alfred A. Knopf, Inc. In this historical novel, Babette Duplay of Paris tells of her life during the years between 1789 and 1793. She also tells of the French Revolution itself and of the personalities of participants.

FREEDOM'S GROUND Unit 2 Level 16

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Fadiman, Clifton, Wally the Wordworm. New York: The Macmillan Company. Wally the Wordworm not only liked to eat words, he liked to meet them, greet them, and repeat them, Wally discovered that the dictionary is crammed with interesting and peculiar words like sesquipedalian, palindrome, and zymurgy.

Frost, Robert, You Came Too: Favorite Poems for Young Readers. New York: Holt, Rinehart and Winston, Inc. AAperceptive foreword introduces Frost's own selection of his poems to be read to and by young people.

Helfman, Elizabeth S., Signs and Symbols Around the World. New York: Lothrop, Lee & Shephard Company, Inc. The Development of signs and symbols is described from primitive times to the present. Illustrations show signs from all areas of life - astrology, hobo life, Boy Scout activities, and even the world of computers.

Krüss, James, My Great-Grandfather and I. New York: Atheneum Publishers. In this book a boy and his great-grandfather spin stories and rhymes, mostly about words and language. The comments of these two bring out many of the elements of good style and vocabulary and even how language has evolved through the ages.

Nurnberg, Maxwell, Wonders in Words. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. Young readers are given an introductory overview of the development of spoken language and the derivation of words. Chapters discuss the derivation of such commonplace words as those used for famous cities, flowers, and personal names. Also, the simplified explanation of the structure of words offered by this book may lead students to develpp their own words.

Proudfit, Isabel, Noah Webster, Father of the Dictionary. New York: Julian Messner, Inc. The story of the farm boy who worked his way through Yale and, at the age of 50, completed preparation of the first American dictionary.

Rothman, Joel, and Tremain, Ruthven, Secrets with Ciphers and Codes. New York: The Macmillan Company. The authors describe many codes and ciphers. Some are mysterious and complicated; others easy and fun. In addition to letters and numbers, the authors use triangles, squares, circles, diamonds,and other shapes to create codes.

Severn, Bill, People Words. New York: David McKay Company, Inc. We often use words without realizing that we are borrowing people's names to help express ourselves. This book is a collection of such words, with stories of how they grew from the names of gods, kings, famous men, or little-known people.

Webster, Noah, The American Speller. New York: Thomas Y. Crowell Company. Webster sought to teach spelling and pronunciation through maxims, good sense, and useful information. The text and pictures are entertaining, and the speller holds added interest as a bit of Americana.

Withers, Carl, A Rocket in My Pocket: Rhymes and Chants of Young Children. New York: Holt, Rinehart and Winston, Inc. This book contains over four hundred of the rhymes, chants, game songs, tongue twisters, and ear teasers that are current in our time among youngsters living in many different regions of the United States.

OTHER SUGGESTED READINGS FOR LEVEL #6 (cont.)

Pyle, Howard	SOME MERRY ADVENTURES OF ROBIN HOOD
Bond, Michael	MORE ABOUT PADDINGTON
Cameron, Eleanor	STOWAWAY TO THE MUSHROOM PLANET THE WONDERFUL FLIGHT TO THE MUSHROOM PLANET 2 small boys and a neighbor invent a rocket and take off to aid a dying planet.
Kipling, Rudyard	JUST SO STORIES
Lindgren, Astrid	PIPPI LONGSTOCKING A small Swedish troll who secretly helps people and animals.
Steele, William	ANDY JACKSON'S WATER WELL Jackson, in a tall tale, brings back water to drought-ridden Nashville.
Burnett, Frances H.	THE SECRET GARDEN A Cinderella-like story about a poor child in a rich family.
Cameron, Eleanor	THE TERRIBLE CHURNADRYNE A well written mystery story involving a prehistoric monster.
Wyss, Johann	SWISS FAMILY ROBINSON A castaway family makes its way on a deserted island.

Level 17

LANGUAGE ARTS
Level Report
Avon, Conn.

Date ______________________

Dear Parent,

______________________ has completed the Language Arts Skills taught at Level 16. The following is an overview of your child's next level.

Overview of 17

I. Decoding Skills

- A. Long and short vowel spelling patterns
- B. Syllables
- C. Stress (accenting)
- D. Prefixes Ex. pro-, re-, en-
- E. Suffixes Ex. -ion, -tion, -ation
- F. Word bases and root words
- G. Proofreading

II. Comprehension and Literary Understanding

- A. Analogy and comparison
- B. Cause and effect
- C. Main idea
- D. Character traits, setting and scenes
- E. Similes and metaphors
- F. Sensory images
- G. Fiction and nonfiction
- H. Appreciation of human values and aesthetics

III. Language

- A. Vocabulary - developing word meanings, antonyms, acronyms, idomatic expressions
- B. Word Usage
    1. Verbs - irregular past tense
    2. Nouns - identify; personal and possessive pronouns; regular and irregular noun plurals
    3. Adjectives - identify and use in sentences
    4. Prepositional phrases
- C. Handwriting - cursive forms
- D. Punctuation
- E. Capitalization

IV. Study Skills

- A. Encyclopedia
- B. Thesaurus

V. Creativity

- A. Extending experiences before, during and after each story read.
- B. Writing paragraphs, stories, and business letters.

Level 17 Language Arts

Review Skills From Previous Levels

I. Decodigg Skills

A. Phonologh(The study of the sound structure of our language)

1. Consonant (multisyllabic words)
   dazz/ling - flash/ing

2. Vowel Digraphs
   idea - fuel - giant

3. Spelling
   respelling -(record - rek'rd, rikord
   tee - tea)
   k sounds (4 spelling) c - k - ch - ck
   r phoneme (er: er, ur, ir, our, ear)

4. Stress(accenting)
   Primary and Secondayy Stress

   Unstressed words

   Identification(semi - colon - commas - dashes - periods - underlining - italics - capital letters.)
   suffix -ion - (change stress) schwa (i/ə)

5. Spelling Patterns

   c/cc tremble
   cc/c arctic
   cvc system
   schwa (i/ə)

6. Syllables
   Identify exception to decoding syllable patterns. (post - mild)

B. Morphology (The study of word structure and word formation)

1. Prefixes (pro, re, be, com, de, dis, en, extra, homo, inter, intra, sub, super)

2. Noun suffixes (ence - ance - ion - tion - ation

3. Suffixes (ic, al, ical, less, eer, ess, ian, our, Ex. alaphabetical)

4. Word bases and Root words. (untrue telephone

5. Irregular Plurals (box, boxes, gentleman)

6. Noun Plurals (s - x -sh or ch)

7. Verb endings (s-es, d-ed)

8. Plurals (f - fs - o (leaf - leaves)

Level 17 Language Arts

C. Spelling

1. Relate spelling word to concepts developed in phonology and morphology.
   Ex. vc (hop)

2. Proofread all written work for corract spelling.

II. Comprehension

A. Literal and Inferential

Analogy and Comparison
cause - and - effect.
Skimming
Main Idea
Fact and Opinion
Supporting details

B. Critical Thinking

Identifying details associated with painters.

Recognizing changes in perspective of our values when seeing things through others eyes.

Describing a problem - Imagining a solution

Reading Science fiction

Reading nonfiction

Reading about American Indian culture

III. Language

1. Syntax (the study of grammatical structure)

a. Verbs
   1. Describing verb markers as words that signal a verb will follow.
   2. Identifying and constructing the past form of given irregular verbs.

b. Nouns
   1. Identify a given word as a noun depending upon its use in a sentence.
   2. To show the use of personal pronouns as noun substitutes
   3. Identifying possessive pronouns
   4. Identifying the noun reference of given pronouns
   5. The change of noun form to show change in number

c. Adjectives
   1. Identify a given word as an adjective depending upon its use in a sentence.
   2. Expand sentences by adding adjectives and adverbial phrases.

d. Phrases
   1. Introduction of prepositional phrases

B. Semantics (The exploration of meaning assigned to words and groups of words)

1. Describing the meanings of idiomatic expressions.

2. Constructing antonyms
   im-in-dis-un (immature)

3. To identify acronyms
   Ex. UNESCO (United Nations Educational Scientific and Cultural Organization.

4. Classification of words.
   Ex. radar physics cylinder

5. To identify and describe idiomatic expressions with color words.
   Ex. blue - sadness

C. Handwriting

1. Review all cursive forms
2. Review joining of cursive letters
3. Extend curdive writing into all subject areas.
4. Proofread written work for correct handwriting forms.

D. Mechanics

1. Punctuation
   a. Aprostrophe
      1. Contractions
      2. In singuhar and Plural Possessives

   b. Colon
      1. In writing time
      2. After introductory word of list on long series.
      3. At the end of the greeting of a business letter.
      4. To show the chapter and verse of a quotation from the Bible.

   c. Comma
      1. Between words in a series
      2. Between series of phrases
      3. In dialogue between speaker and what is said.
      4. After introductory expressions(Yes, No)
      5. Before and after an interrupter to set off the name of a person who is addressed directly by name.

   d. Dash
      1. Between pages
      2. Between hours in reference to time

   e. Exclamation Mark
      Use an exclamation point after a word or a sentence that expres expresses strong feeling.

   f. Hyphen
      Review use of hyphen in division of words at the end of a line.

   g. Italics

- g. Italics
  - 1. In referring to the name of books, plays and movies.
  - 2. In referring to special ships trains or airplanes.
  - 3. In referring to words from another language.
  - 4. In giving particular attention to letters words or phrases.
- h. Periods
  - 1. Review use of period after a statement and at the end of an abbreviation.
- i. Question Marks
  Review use of question marks after asking sentences and when using question mark with quotation marks.
- k. Underlining
  Titles of books.

2. Capitalization
   - a. Use a capital at the beginning of every quotation.
   - b. Use a capital letter for each important word in a proper noun (United States of America)
   - c. In a letter first words of both the greeting and the closing.
   - d. Use a capital letter for the first word and for each important word in a book title.
   - e. Proper nouns

3. Letters and Addresses - Business
   - a. Learn parts business letter
   - b. Compose business letter.

4. Usage
   - a. Irregular Verbs
     - 1. don't - doesn't
       here is - here are
       There is - there are
       swam - swum
       drank - drunk
       spoke - spoken
       chose - chosen
       sit - sat - set
       rise - rose - risen
       raise - raised
       teach - taught

IV. Study Skills

- A. Use of the Encyclopedia
  - 1. Review format
  - 2. For information
  - 3. To answer questions
  - 4. For cross referennes
  - 5. Taking Notes from an encyclopedia article
  - 6. Taking notes from two sources.

- B. Continued Use of Tresarus

- c. Use of Atlas
  - 1. Comparing with Dictionary

C. Use of Atlas
  1. Comparing with Dictionary
  2. Finding Information

V. Literary Understanding

A. Rhetoric and Literary Skills
  1. Exaggeration in humor
  2. Onomatopoetic words
  3. Describing story settings and scenes
  4. Describing important traits of characters
  5. Identifying clues to setting
  6. Describing motivation of given selections
  7. Describing sensory images
  8. Similes and or metaphors
  9. Characteristics of play form.

B. Human Value and Aesthetics
  1. To promote understadding of our own behavior and emotions by understanding the emotions of story characters.
  2. To provide pupils an opportunity to read monfiction.
  3. To enjoy the humorous aspects of the story
  4. To appreciate the application of the pioneer spirit in various fields of endeavor
  5. To develop and understanding of another culture
  6. To develop awareness of the relationship between a civilization and its expression in art.
  7. To develop an awareness of the influence of Greek and Roman architecture on American design.

VI. Creativity

A. Developing Creative Potential

  1. Creating refrains for a poem
  2. Reading additional books by authors presented
  3. Creating original codes
  4. Exploring artistic creations of other cultures
  5. Completing open - ended stories.

B. Composition

  1. Writing book reviews
  2. Writing story endings
  3. Writing haiku
  4. Writing about magic
  5. Writing an original myth
  6. Writing original stories
  7. Writing a T.V. programs

VII. Materials

A. Required - Holt, Rinehart and Winston, Inc.
  1. Freedom's Ground - Units 3 and 4
    a. Text (pupil and teachers handbook)
    b. Workbook
    [illegible]. S[illegible]

Level 17 Language Arts

- c. Satellite Books
  - 1. Unit 3 Space ship Earth: Danger! Danger! Danger
    The Adventure of Flight
  - 2. Unit 4 Art of America
    Up from the Ground

- d. AV Material
  - 1. Recordings - Unit 3 "Earth, Moon and Sun"
  - 2. RecordingsUniUnit 4 "This Land Is Your Land"
    "American Paintings
    "Rhapsody in Blue(Gershwin)
    "Putnam, Camp Redding Connecticut"(Ives)
    "Hoe-Down"from Rodeo(Copeland)
    "Stars and Stripes Forever" (Sousa)
  - 3. Sound Filmstrips - Unit 3 - How TV Tells the News
    The Computers at the Airport
    Finding Patterns in Words
    Unit 4 - Stories in Indian Art
    Painting American History

2. Scott, Foresman - In Other Words - A Junior Thesaurus Book 2

B. Alternate Reading Program - approval of Reading Department
- 1. McGraw - Hill - Programmed Reading - Sullivan
- 2. Merrill Charles - Merrill Readers
- 3. Scott Foresman
- 4. Ginn 360

C. Supplementary Materials
- 1. Language
  - a. Holt, Rinehart and Winston, Inc. The Arts and Skills of English - Book 4 and 5 (sample copies of workbook)
  - b. Laidlaw - Exploring in English - Book 4
    Discovery in English - Book 5
    (Activity sheets and tests)
  - c. Scott, Foresman - Language and How to Use It(Book 4 - Book 5)
  - d. Harcourt, Brace and World - The Roberts Series Book 4 and 5 (workbooks)
  - e. Random House - The Writing Bug Kit(film strips - tapes - Activity cards)
  - f. Ginn - Creativity Idea Books: Can You Imagine? For Those Who Wonder
  - g. Harcourt, Brace and World - Wider Than the Sky - Book 5
  - h. Laidlaw - Words with Wings - Book 5
  - i. Random House - Winding Roads Book 5
  - j. Lippincott - Reading For Meaning - Book 5
  - k. Paperbacks
    - 1. Scholastic Individualized Reading Kits
    - 2. Limited copies of assorted paperbacks
  - l. Barnell Loft Ltd. Capitalization and Punctuation - Set D and E - Individualized Kit

- 2. Spelling
  - a. 220 Basic Dolch List
  - b. The Basic Hundred Spelling Words
  - c. Scott Foresman - Spelling Our Language - Book 5
  - d. Webster, McGraw Hill - Basic Goals In Spelling - Book 5
  - e. Noble and Noble Spell/Write - Book 5
  - f. Economy Company - Continuous Progress Spilling Kit.

3. Handwriting
    a. Scott Foresman - Writing Our Language - Book 5

4. Enrichment Materials
    a. Lyons and Carnahan - The New Phonics We Use C, D, E, F, G
    b. Barnell Loft - Ltd - Specific Skills Series B, C, D, E, F (Main Ideas, Sequence, Context Sounds following Directions, Locating the Answer, Getting the Facts, Drawing Conclusions.)
    c. Teacher Made Materials (see, Activities Section of guide)
    d. Library filmstrips and tapes
    e. SRA Reading Labs. - II A
    f. EDL Controlled Reader and Language Master
    g. Continental, Hayes, Jen Duplicating Masters
    h. Educators Publishing Service - Book 1 and 2
    i. Dictionary and encyclopedia
    j. Dr. Herr - Crossword Puzzles - Book 2

VIII. Evaluation

A. Required
    1. Holt, Rinehart and Winston - Evaluation masters for individual stor stories.
    2. Holt, Rinehart and Winston - End of Unit Tests (17a - 17b)
    3. Teacher Made Tests

B. Optional
    1. Informal Reading Inventory
    2. Gates - Mac Ginite Test - Standardized
    3. Metropolitan Achievement Test
    4. Botel Inventory of Phonetic Skills

Level 17a-Language Arts

Name ____________________ Date ____________________

afterthought
bypass
downstairs
forethought
highbrow
offhand
onset
overboard
underhanded
upturn

1. Without a watch, I can only tell you the time ____________.
2. A little ____________ will help you prepare your homework.
3. To miss the midtown traffic, we took the unpaved ____________.
4. Albert Einstein Smedley was considered a ____________.
5. After so much bad luck, we can only hope for an ____________.
6. As an ____________, he included Rupert on the team.
7. They put sandbags along the levees before the ____________ of the hurricane.
8. His ____________ trick will not soon be forgiven.
9. They threw the shark repellent ____________.
10. The baby took his first steps when he fell ____________.

(10 points)

5. In the blank after each word, write the base word. Then select a word from the list to complete each sentence below and write it in the blank.

1. decoration ____________
2. conference ____________
3. observance ____________
4. exhibition ____________
5. completion ____________
6. The ____________ had many interesting displays.
7. Mary's teacher called her mother in for a ____________.
8. The blue ____________ is beautiful.
9. In ____________ of the holiday, flags were flown.
10. Upon ____________ of the work, a party was held.(10 pts)

6. Draw a line under the prepositional phrase markers in the following sentences. Draw a second line under the entire phrase.

1. Computers have been called by many names.
2. What TV program do you watch at six o'clock?

Level 17a-Language Arts

Total 100 points

Name______________________________Date______________________________

A. Reading and Language

1. Look at the following words. Draw a line between syllables of those words that have more than one syllable, as you would pronounce them.

1. teacher
2. system
3. dazzling
4. create
5. splashing
6. southern
7. flicker
8. crease
9. children
10. catching (5 points)

2. Look at the words in the list and read the sentences that follow them. In the blank in each sentence, write the correct word from the list. Use each word only once.

circumnavigate
excavate
precede
predetermine
transoceanic
refit
subnormal
transmit

1. To sail around the world would be to ________________the world.

2. To send a message across a distance would be to________________the message.

3. If the speech comes before the luncheon, the speech is said to ________________ the meal

4. To prepare to use a ship again is to ________________the ship.

5. To decide what to do beforehand is to______________________________what you will do. (5 points)

3. Look at the following words. In the blank before each word, write B if the word is formed from a base word and an affix, and R if the word is formed from a Latin root and an affix. Underline the base word or the root in each word.

___1. useasy
___2. permit
___3. complete
___4. disagree
___5. happily
___6. recline
___7. washer
___8. redo
___9. distaste
___10. progress (10 points)

4. The words in the list below contain an Old English prefix of direction or time. Select the correct word from the list and write it in the blank to complete the sentences that follow.

Level 17a Language Arts

Name______________________________ Date______________________________

3. Are you going to the circus?

4. The treasure was buried under a big oak tree.

5. All members of our baseball team have new uniforms. (5 points)

7. In the following sentences, underline each pronoun. In the blank after the sentence, write the noun the pronoun is substituted for, along with the noun marker if there is one.

1. "The chocolate is gone!" shouted Grandpa Joe as he watched it disappear.

____

2. The animals refused to give Mbui food when he asked for it.

____

3. The townspeople helped the Goddards get settled when they arrived in New Mexico.

____

4. The apes ate the bananas, and then they told the wild pigs where to get them.

____

5. Albert was inside the Univac while Mrs. Smedley was looking for him.

____(5 points)

8. Look at the list of pronouns and the sentences below. Replace the underlined words in each sentence with one of the pronouns from the list and rewrite the sentence in the space provided.

I
we
she
they
he
me
it
him
her
them
us
his
their
my
our

1. Dick, John, and I ate most of the candy that had been sent to Dick, John, and me.

____

____

2. Mr Teavee took Mike's holster away.

____

3. Annabelle's mother wanted Annabelle to do the dishes.

____

Level 17a Language Arts

Name______________________________Date________________________________

4. Rupert, Clayte, and Dood used lights in the Univac.

____

5. Mr. and Mrs. Smedley's plan was to win fame for Albert.

____

(5 points)

9. In each row of words below, cross out the one word that does not fit in the same category as the other words.

1. battery motor generator olives
2. easel horn brushes paint
3. square triangle shingle rectangle
4. collar necktie necklace bracelet
5. bread apples pears peaches (5 points)

B. Comprehension and Literary Skills

1. In each sentence below, underline the word that imitates a sound.

1. We talked while the machinery hummed in the background.
2. Mary jumped in surprise when the logs in the fireplace began to crackle.
3. The clock was ticking away the hours as the noisy party continued.
4. Hurriedly, Billy swished the dishrag across the dishes.
5. The rustling of the leaves and the cries of the birds were signs that a storm was coming. (5points)

2. Look at the following sentences. Write F in the blank if the statement is one of fact; write O if the statement is one of opinion.

___1. Computers are quite differant from mechanical monsters.

___2. The waves of television signals are not as long as regular radio waves.

___3. Channel 2 has the best programs on Friday nights.

___4. Some people use transistor radios.

___5. Radio newcasts are better than television newscasts. (5 points)

Level 17a Language Arts

Name____________________________ Date____________________________

3. Read the following paragraphs carefully. Underline the sentence that states the main idea in each paragraph.

   1. Years age people lived by the changing phases of the moon. They kept holidays and calendars by the moon. They planted seeds in the spring's new moon and harvested in the autumn's full moon. Fishermen all over the world told tomorrow's weather by the moon

   2. Computers do more than compute. One of their talents is comparing one number with another. They can compare one name with an entirely different one, one meter reading with an earlier record. Because they can compare, they can also select and sort and obey instructions.

   3. But television is more than just a picture sent by radio waves and seen across space. Television is the greatest way ever invented for sending information across space. More people than ever before can now both see and hear the sights, sounds, and ideas of the world they live in. (5 points)

4. Listed after each title below are three settings where some of the action of the selection could have taken place. In the blank before each title, write the letter of the setting that does not occur in the selections.

___1. "The Television-Chocolate Room"
a. a TV screen b. A TV signal-relay station
c. a factory elevator.

___2. "One for the Univac"
a. The Pipers' backyard b. Legion Hall c. a piano-box tree house

___3. "Robert H. Goddard: Father of the Space Age"
a. Cape Kennedy, Florida b. Roswell, New Mexico
c. Eden Valley

___4. "By the Light of the Moon"
a. a cocoyam farm b. the moon's surface
x. an East African riverbank

___5. "Man on the Moon"
a. Apollo 11 launch pad b. the moon's surface
c. Atlantic Ocean (5 points)

C. Study Skills

1. Look at the following questions. Decide where you would look to find the answer to each. In the blank before each question, write E if you would look in an encyclopedia, D if in a dictionary, and A if in an atlas.

___1. Does the border of India touch the border of China?

___2. Can pain be used both as a noun and as a verb?

___3. What is the plural of Hippopotamus?

___4. Who founded the city of Chicago?

___5. Is Detroit closer to Chicago than Indianapolis is?

Level 17a Language Arts

Name______________________________Date______________________________

___6. Does combine have more than one pronunciation?

___7. How many plays did Shakespeare write?

___8. Can whales breathe underwater?

___9. Is Boston closer to Cleveland or to Miami?

__10. What is the plural of sheep? (10 points)

II. Composition

A. Mechanics

1. Rewrite each sentence below using the correct capitalization and punctuation,

a. the sister of mary is much older than mary

____

____

b. i like three kinds of ice cream vanilla chocolate and strawberry

____

____

c. david copperfield was interesting

____

____

(10 points)

2. Write a business letter to WTIC, Constitution Plaza, Hartford, Connecticut. 06115 telling what you like or dislike about a certain commercial. Try to be persuasive in a polite way. Remember to use correct business letter form, spelling, punctuation and capitalization.

Your teacher will provide paper for this letter.

C-Commendable
S-Satisfactory
N-Needs Improvement

Total 100 points

Level 17a-Language Arts

Teacher's copy

A. Reading and Language

1. Look at the following words. Draw a line between syllables of those words that have more than one syllable, as you would pronounce them.

1. teach/er
2. sys/tem
3. dazz/ling*
4. cre/ate
5. splash/ing
6. south/ern
7. flick/er
8. crease
9. chil/dren
10. catch/ing

(5 points)

*For teachers copy dazz/ling or daz/z/ling

2. Look at the words in the following list and read the sentences that follow them. In the blank in each sentence, write the correct word from the list. Use each word only once.

circumnavigate
excavate
precede
predetermine
transoceanic
refit
subnormal
transmit

1. To sail around the world would be to circumnavigate the world.

2. To send a message across a distance would be to transmit the message.

3. If the speech comes before the luncheon, the speech is said to precede the meal.

4. To prepare to use a ship again is to refit the ship.

5. To decide what to do beforehand is to predetermine what you will do.

(5 points)

3. Look at the following words. In the blank before each word, write B if the word is formed from a base word and an affix, and R if the word is formed from a Latin root and an affix. Underline the base word or the root in each word.

B 1. uneasy
R 2. permit
R 3. complete
B 4. disagree
B 5. happily
R 6. recline
B 7. washer
B 8. redo
R 9. distaste
R 10. progress

(10 points)

4. The words in the list below contain an Old English perfix of direction or time. Select the correct word from the list and write it in the blank to complete the sentences that follow.

afterthought
bypass
downstairs
forethought
highbrow
offhand
onset
overboard
underhanded
upturn

1. Without a watch, I can only tell you the time offhand.

2. A little forethought will help you prepare your homework.

3. To miss the midtown traffic, we took the unpaved bypass.
4. Albert Einstein Smedley was considered a highbrow.
5. After so much bad luck, we can only hope for an upturn.
6. As an afterthought, he included Rupert on the team.
7. They put sandbags along the levees before the onset of the hurricane.
8. His underhanded trick will not soon be forgiven.
9. They threw the shark repellent overboard.
10. The baby took his first steps when he fell downstairs.(10 points)

5. In the blank after each word, write the base word. Then select a word from the list to complete each sentence below and write it in the blank.

1. decoration decorate
2. conference confer
3. observance observe
4. exhibition exhibit
5. completion complete
6. The exhibition had many interesting displays.
7. Mary's teacher called her mother in for a conference.
8. The blue decoration is beautiful.
9. In observance of the holiday, flags were flown.
10. Upon completion of the work, a party was held. (10 points)

6. Draw a line under the prepositional phrase markers in the following sentences. Draw a second line under the entire phrase.

1. Computers have been called by many names.
2. What TV program do you watch at six o'clock?
3. Are you going to the circus?
4. The treasure was buried under a big oak tree.
5. All members of our baseball team have new uniforms. (5 points)

7. In the following sentences, underline each pronoun. In the blank after the sentence, write the noun the pronoun is substituted for, along with the noun marker if there is one.

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Level 17a Language Arts

Teacher's copy

1. "The chocolate is gone!" shouted Grandpa Joe as he watched it disappear. Grandpa Joe, the chocolate

2. The animals refused to give Mbui food when he asked for it. Mbui, food

3. The townspeople helped the Goddards get settled when they arrived in New Mexicoo the Goddards

4. The apes ate the bananas, and then they told the wild pigs where to get them. The apes, the bananas

5. Albert was inside the Univac while Mrs. Smedley was looking for him. Albert (5 Points)

8. Look at the list of pronouns and the sentences below. Replace the underlined words in each sentence with one of the pronouns from the list and rewrite the sentence in the space provided.

I	they	it	them	their
we	he	him	us	my
She	me	her	his	our

1. Dick, John, and I ate most of the candy that had been sent to Dick, John, and me.
   We ate most of the candy that had been sent to us.

2. Mr. Teavee took Mike's holster away.
   He took his holster away.

3. Annabelle's mother wanted Annabelle to do the dishes.
   Her mother wanted her to do the dishes.

4. Rupert, Clayte, and Bood used lights in the Univac.
   They used them in the Univac.

5. Mr. and Mrs. Smedley's plan was to win fame for Albert.
   Their plan was to win fame for him. (5 points)

9. In each row of words below, cross out the one word that does not fit in the same category as the other words.

1. battery motor generator ~~olives~~
2. easel ~~horn~~ brushes paint
3. square triangle ~~shingle~~ rectangle
4. collar necktie necklace brace~~let~~
5. ~~bread~~ apples pears peaches

(5 points)

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Level 17a Language Arts

Teachers copy

B. Comprehension and Literary Skills

1. In each sentence below, underline the word that imitates a sound.

   1. We talked while the machinery hummed in the background.

   2. Mary jumped in surprise when the logs in the fireplace began to crackle.

   3. The clock was ticking away the hours as the noisy party continued.

   4. Hurriedly, Billy swished the dishrag across the dishes.

   5. The rustling of the leaves and the cries of the birds were signs that a storm was coming. (5 points)

2. Look at the following sentences. Write F in the blank if the ~~state~~ statement is one of fact; write O if the statement is one of opinion.

   F. 1. Computers are quite different from mechanical monsters.

   F 2. The waves of television signals are not as long as regular radio waves.

   O 3. Channel 2 has the best programs on Friday nights.

   F 4. Some people use transistor radios.

   O 5. Radio newscasts are better than television newscasts. (5 points)

3. Read the following paragraphs carefully. Underline the sentence that states the main idea in each paragraph.

   1. Years ago people lived by the changing phases of the moon. They kept holidays and calendars by the moon. They planted seeds in the spring's new moon and harvested in the autumn's full moon. Fishermen all over the world told tomorrow's weather by the moon.

   2. Computers do more than compute. One of their talents is comparing one number with another. They can compare one name with an entirely different one, one meter reading with an earlier record. Because they can compare, they can also select and sort and obey instructions.

   3. But television is more than just a picture sent by radio waves and seen across space. Television is the greatest way ever invented for sending information across space. More people than ever before can now both see and hear the sights, sounds, and ideas of the world they live in. (5 points)

4. Listed after each title below are three settings where some of the action of the selection could have taken place. In the blank ~~be~~ before each title, write the letter of the setting that does not occur in the selections.

b 1. "The Television-Chocolate Room"
a. a TV screen b. a TV signal-relay station
c. a factory elevator.

c 2. "One for the Univac"
a. The Pipers' backyard b. Legion Hall c. a piano-box tree house

a 3. "Robert H. Goddard: Father of the Space Age"
a. Cape Kennedy, Florida b. Roswell, New Mexico
c. Eden Valley

b 4. "By the Light of the Moon"
a. a cocoyam farm b. the moon's surface
c. an East African riverbank

c 5. "Man on the Moon"
a. Applo 11 launch pad b. the moon's surface
c. Atlantic Ocean (5 points)

C. Study Skills

1. Look at the following questions. Decide where you would look to find the answer to each. In the blank before each question, write E if you would look in an encyclopedia, D if in a dictionary, and A if in an atlas.

A 1. Does the border of India touch the border of China?

D 2. Can pain be used both as a noun and as a verb?

D 3. What is the plural of Hippopotamus?

E 4. Who founded the city of Chicago?

A 5. Is Detroit closer to Chicago than Indianapolis is?

D 6. Does combine have more than one pronunciation?

E 7. How many plays did Shakespeare write?

E 8. Can whales breathe underwater?

A 9. Is Boston closer to Cleveland or to Miami?

D 10. What is the plural of sheep? (10 points)

II. Composition

A. Mechanics

1. Rewrite each sentence below using the correct capitalization and punctuation.

a. the sister of mary is much older than mary
The sister of Mary is much older than Mary. (4 points)

b. i like three kinds of ice cream vanilla chocolate and strawberry
I like three kinds of ice cream: vanilla, chocolate, and strawberry. (4 points)

c. david copperfield was interesting
David Copperfield was interesting. (2 points)

2. Write a business letter to WTIC, Constitution Plaza, Hartford, Connecticut 06115 telling what you like or dislike about a certain commercial. Try to be persuasive in a polite way. Remember to use correct business letter form, spelling, punctuation and capitalization.

Your teacher will provide paper for this letter.

The correction for this letter should be based upon the child's ability to express ideas in sentences with adequate attention given to letter form, spelling, punctuation and capitalization.

Recommended rating:
- C - Commendable
- S - Satisfactory
- N - Needs Improvement

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Total: 100 pts. Level 17b - Language Art Evaluation Teacher's copy

Name________________________________ Date________________________________

I. A. Reading and Language

1. In the words listed below, underline the spellings of the k sound.

1.	code	6.	turkey
2.	kettle	7.	echo
3.	college	8.	brick
4.	practice	9.	locker
5.	chorus	10.	attack

(5 points)

2. The following words containing the ėr sound are written in Pronunciation Key symbols. In the blank after each, rewrite the word as you would normally spell it. If necessary, check a dictionary.

1. kėr′ tē əs ____________________
2. əb sėrd ____________________
3. eks tėr′ mə nāt ____________________
4. flėr′ ish ____________________
5. ri hėrs′ ____________________
6. skėrj ____________________
7. skėr′ ē ____________________
8. skėr′ mish ____________________
9. swėrl ____________________
10. wėrkt ____________________

(10 points)

3. Read the list of words and the sentences that follow. Find a word in the list to complete each sentence and write that word in the blank. Use each word only once.

championship
defenseless
endless
friendship
hardship
horsemanship
meatless
motionless
relationship
sleepless

1. Without a weapon the knight was ____________________.
2. The best of the casseroles mother sometimes fixes is ____________________.
3. He did not consider it a ____________________ to go without a new coat.

Level 17b - Language Art Evaluation

Name______________________________ Date____________________________

4. The Boy and the Dragon developed a ____________________________.

5. St. George stood ____________________ before the Dragon.

6. Running Star spent a ____________________ night because he was so hungry

7. St. George won the ____________________________ duel.

8. The villagers' ppaise of St. George was ________________________.

9. A close ________________________ is necessary if two people are to work well together.

10. The excellent _________________________ of the Plains Indians enabled them to capture large herds of buffalo. (10 points)

4. Before each sentence is a verb in parentheses. In the blank in each sentence, write the correct present form of that verb.

1. (tell) She ______________ him everything.
2. (work) Jane _________________ well with others.
3. (carry) St. George _______________________ his burden of fame.'
4. (feel) He _______________________ left out.
5. (enjoy) I ____________________ poetry.
6. (leave) He ________________________ immediately.
7. (walk) You ______________ too fast.
8. (look) We _________________ silly in these costumes.
9. (study) He ______________________ before every test.
10. (watch) Thomas _____________________ his dog carefully. (10 points)

5. Look at the following sentences. If the underlined word is used to signal another verb, put two lines under the verb it signals. If the underlined verb is not a verb marker, do nothing to the sentence.

1. He is building a new lodge.
2. He had sculptured ponies from clay.
3. He had no parents.
4. You are going to the store.
5. They are warriors.
6. She has assembled a group of paintings.
7. The Dragon has four paws.

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Name________________________________Date______________________________________

8. They were ugly.

9. Each was shaped from mud.

10. The two had planned the battle. (10 points)

6. Before each sentence is a verb in parentheses. In the blank in the sentence, write the correct form of the verb.

1. (stand) The other night a young Indian boy ________________ a distance from the village.

2. (scratch) As he walked, thorns ____________________ at his legs.

3. (know) Leontyne Prine ____________________ deep joy when she sang at the Metropolitan.

4. (spend) I have already ____________________ my week's allownace.

5. (cry) He ______________ out in pain when he stubbed his toe.

6. (make) I have ____________________ these ponies for you.

7. (work) Thomas Jefferson _______________ hard on his plans.

8. (drive) Last summer we ___________________ from coast to coast.

9. (be) The Villagers had ________________ afraid of the Dragon.

10. (paing) Mary Cassatt ____________________ many pictures of women and children. (10 points)

7. Look at the following words and suffixes. Add the indicated suffix to each word and write the word in the blank, making spelling changes when necessary.

1. fit + ing ________________________
2. mold + ing ________________________
3. stop + ed ________________________
4. stoop + ed ________________________
5. pick + ing ________________________
6. match + ing ________________________
7. stir + ed ________________________
8. hum + ing ________________________
9. list + ed ________________________
10. learn + ing ________________________

(10 points)

Level 17b - Language Arts Evaluation

Name____Date____

B. Comprehension and Literary Skills

1. Match the words in the column labeled Senses with the descriptions in the column labeled Images by writing the letter of the appropriate sense in the blank.

Images	Senses
___1. the rippling water	a. hearing
___2. the scratching grasp of the rose thorn	b. sight
___3. the shining blue mane blowing in the wind	c. touch
___4. the savory juices of roasted buffalo	d. taste
___5. the salty sea breeze	e. smell

(5 points)

2. Look at the following statements and place a check in the blank before statements that are true about the play form.

___1. The story is written to be read only.

___2. Each speech is preceded by a character's name.

___3. A narrator announces characters as they appear on the scene.

___4. All action stops when a scene ends.

___5. A director may interpret stage directions.

___6. The narrator describes the setting.

___7. Action unfolds through dialogue and narration.

___8. The plot is developed by dialogue and actions only.

___9. The central character is always the first to appear on the scene.

__10. A character's actions are set in a different type from his speeches. (5 points)

3. In the first list are descriptions of several works of art. Below are the titles of several works of art we read about in this unit. Match each description with the appropriate title by writing the letter of the title in the blank before the description.

Description

___1. A colonial silversmith is about to engrave a teapot.

___2. A man dressed as a western rancher plays a guitar.

___3. A song written during the Depression praises America.

___4. European architects influenced the designer of this building.

___5. This opera was the first one produced at the (then) new Metropolitan Opera House in Lincoln Center. (5 points)

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Name__________________________________Date________________________________

Title
a. "This Land Is Your Land"
b. Paul Revere
c. Monticello
d. Antony and Cleopatra
e. Home Ranch

4. Below are listed several types of artistic activities. Under the list are the names of artists in various fields. Match the artists with their method by writing the letter of the artist in the blank before the appropriate activity.

___1. Painting American birds in their natural surroundings.

___2. Singing the roles of Bess, Aida, and Cleopatra in some of the most world-famous opera houses.

___3. Designing his own home, his state Capitol, and university buildings.'

___4. Molding lifelike horses from wet clay.

___5. Making a picture of religious significance from colored grains of sand.

a. RunninggStar
b. Leontyne Price
c. Navaho Indians
d. Thomas Jefferson
e. John James Audubon (5 points)

C. Usage
Irregular Verbs

Choose the correct word for each sentence. Write it in the blank.

1. Those shoes ____________________fit you.
doesn't don't

2. ____________________your tennis shoes.
Here is Here are

3. ____________________a kitten in the apple tree.
There is There are

4. I ____________________only a sip of soda.
drank drunk

5. She has____________________on the Olympics team.
swam swum

6. We have ____________________to her.
spoke spoken

7. Jill____________________to write about whales.
chose chosen

Level 17b - Language Arts Evaluation

Name______________________________ Date______________________________

8. I will ______________________ the flowers on the table.
sit set

9. I ______________________ near the window.
set sat

10. The man ______________________ the price of hamburgers.
rose raised
(10 points)

II. Composition

A. Write the following heading correctly on your paper:

Rural Route
duluth minnesota
march 29 19--

____

____

____

Write this inside address correctly

dale leathercraft company
smith building
1622 bay drive
laurel maryland 20801

____

____

____

____ (15 points)

3. Pretend that you are an Indian hunter looking for food. You see a colonist riding on a horse. You have never seen a horse before. You race back to your village to tell the others what you have seen. Write a description of the horse and rider.

Rating: C - Commendable
S - Satisfactory
N - Needs Improvement

Level 17b - Language Art Evaluation

Teacher's copy

Total: 100 points

I.

A. Reading and Language

1. In the words listed below, underline the spellings of the k sound.

1. code
2. kettle
3. college
4. practice
5. chorus
6. turkey
7. echo
8. brick
9. locker
10. attack

(5 points)

2. The following words containing the ėr sound are written in Pronunciation Key symbols. In the blank after each, rewrite the word as you would normally spell it. If necessary, check a dictionary.

1. kėr′tē əs courteous
2. əb sėrd′ absurd
3. eks tėr′mə nāt exterminate
4. flėr′ish flourish
5. ri hėrs′ rehearse
6. skėrj scourge
7. skėr′ē scurry
8. skėr′mish skirmish
9. swėrl swirl
10. wėrkt worked

(10 points)

3. Read the list of words and the sentences that follow. Find a word in the list to complete each sentence and write that word in the blank. Use each word only once.

championship
defenseless
endless
friendship
hardship
horsemanship
meatless
motionless
relationship
sleepless

1. Without a weapon the knight was defenseless.
2. The best of the casseroles mother sometimes fixes is meatless.
3. He did not consider it a hardship to go without a new coat.

4. The Boy and the Dragon developed a friendship.

5. St. George stood motionless before the Dragon.

6. Running Star spent a sleepless night because he was so hungry.

7. St. George won the championship duel.

8. The villagers' praise of St. George was endless.

9. A close relationship is necessary if two people are to work we well together.

10. The excellent horsemanship of the Plains Indians enabled them to capture large herds of buffalo. (10 points)

4. Before each sentence is a verb in parentheses. In the blank in each sentence, write the correct present form of that verb.

1. (tell) She tells him everything.

2. (work) Jane works well with others.

3. (carry) St. George carries his burden of fame.

4. (feel) He feels left out.

5. (enjoy) I enjoy poetry.

6. (leave) He leaves immediately.

7. (walk) You walk too fast.

8. (look) We look silly in these costumes.

9. (study) He studies before every test.

10. (watch) Thomas watches his dog carefully. (10 points)

5. Look at the following sentences. If the underlined word is used to signal another verb, put two lines under the verb it signals. If the underlined verb is not a verb marker, do nothing to the sentence.

1. He is building a new lodge.

2. He had sculptured ponies from clay.

3. He had no parents.

4. You are going to the store.

5. They are warriors.

6. She has assembled a group of paintings.

7. The Dragon has four paws.

8. They were ugly.

9. Each was shaped from mud.

10. The two had planned the battle. (10 points)

6. Before each sentence is a verb in parentheses. In the blank in the sentence, write the correct form of the verb.

1. (stand) The other night a young Indian boy stood a distance from the village.

2. (scratch) As he walked, thorns scratched at his legs.

3. (know) Leotyne Price knew deep joy when she sang at the Metropolitan.

4. (spend) I have already spent my week's allowance.

5. (cry) He cried out in pain when he stubbed his toe.

6. (make) I have made these pomies for you.

7. (work) Thomas Jefferson worked hard on his plans.

8. (drive) Last summer we drove from coast to coast.

9. (be) The Villagers had been-afraid of the Dragon.

10. (paint) Mary Cassatt painted many pictures of women and children. (10 points)

7. Look at the followigg words and suffixes. Add the iddicated suffix to each word and write the word in the blank, making any spelling changes when necessary.

1. fit + ing	fitting	
2. mold + ing	molding	
3. stop + ed	stopped	
4. stoop + ed	stooped	
5. pick + ing	picking	
6. match + ing	matching	
7. stir + ed	stirred	
8. hum + ing	humming	
9. list + ed	listed	
10. learn + ing	learning	(10 points)

Level 17b - Language Arts Evaluation

Teacher's copy

B. Comprehension and Literary Skills

1. Match the words in the column labeled Senses with the descriptions in the column labeled Images by writing the letter of the appropria appropriate sense in the blank.

Images	Senses
a 1. the rippling water	a. hearing
c 2. the scratching grasp of the rose thorn	b. sight
b 3. the shining blue mane blowing in the wind	c. touch
d 4. the savory juices of roasted buffalo	d. taste
e 5. the salty sea breeze	e. smell

(5 points)

2. Look at the following statements and place a check in the blank before statements that are true about the play form.

___ 1. The story is written to be read only.

✓ 2. Each speech is preceded by a character's name.

___ 3. A narrator announces characters as they appear on the scene.

✓ 4. All action stops when a scene ends.

✓ 5. A director may interpret stage directions.

___ 6. The narrator describes the setting.

___ 7. Action unfolds through dialogue and narration.

✓ 8. The plot is developed by dialogue and actions only.

___ 9. The central character is always the first to appear on the scene.

✓ 10. A character's actions are set in a different type from his speeches. (5 points)

3. In the first list are descriptions of several works of art. Below are the titles of several works of art we read about in this unit. Match each description with the appropriate title by writing the letter of the title in the blank before the description.

Description

b 1. A colonial silversmith is about to engrave a teapot.

e 2. A man dressed as a western rancher plays a guitar.

a 3. A song written during the Depression praises America.

c 4. European architects influenced the designer of this building.

d 5. This opera was the first one produced at the (then) new Metropolitan Opera House in Lincoln Center. (5 points)

Level 17b - Language Arts Evaluation

Title

Teacher's copy

a. "This Land Is Your Land"
b. Paul Revere
c. Monticello
d. Antony and Cleopatra
e. Home Ranch

4. Below are listed several types of artistic activities. Under the list are the names of artists in various fields. Match the artists with their method by writing the letter of the artist in the blank before the appropriate activity.

e 1. Painting American birds in their natural surroundings.

b 2. Singing the roles of Bess, Aida, and Cleopatra in some of the most world-famous opera houses

d 3. Designing his own home, his state Capitol, and university buildings.

a 4. Molding lifelike horses from wet clay

c 5. Making a picture of religious significance from colored grains of sand

a. Running Star
b. Leontyne Price
c. Navaho Indians
d. Thomas Jefferson
e. John James Audubon

(5 points)

C. Usage

Irregular verbs

Choose the correct word for each sentence. Write it in the blank.

1. Those shoes __________ fit you.
doesn't don't

2. __________ your tennis shoes.
Here is Here are

3. __________ a kitten in the apple tree.
There is There are

4. I __________ only a sip of soda.
drank drunk

5. She has __________ on the Olympics team.
swam swum

6. We have __________ to her.
spoke spoken

7. Jill __________ to write about whales.
chose chosen

Level 17b - Language Arts Evaluation

Teacher's copy

8. I will ____________________ the flowers on the table.
sit set

9. I ____________________ near the window.
set sat

10. The man ____________________ the price of hamburgers.
rose raised

(10 points)

II. Composition

A. Write the following heading correctly on your paper:

Rural Route
duluth minnesota
march 29 19--

Rural Route
Duluth, Minnesota
March 29, 1973

Write this inside address correctly

dale leathercraft company
smith building
1622 bay drive
laurel maryland 20810

Dale Leathercraft Company
Smith Building
1622nBay Drive
Laurel,Maryland 20810

(15 points)

3. Pretend that you are an Indian hunter looking for food. You see a colonist riding on a horse. You have never seen a horse before. You race back to your village to tell the others what you have seen. Write a description of the horse and rider.

Correction should be appropriated to the punctuation and [illegible] composition rules for this level.

Rating C - Commendable
S - Satisfactory
N - Needs Improvement

Suggested Spelling List
Level 17

personification
extraordinary
antenna
tremendous
colloquialism
information
event
project
orbit
astronaut
aquanaut
porch
mankind
fatal
cash
hamburger
countdown
assemble
gather
robot
electronic
compare
process
experiment
disolate
atmosphere

ceremony
dedicate
calendar
fortune
lunatic
sickle
origin
crocodile
supply
universe
craft
space
[illegible]
simile
downcast
jealous
currant
crouch
abalone
mask
totem
clan
significance
cottage
homey
meditate
emerge

devour
incline
exterminate
scourge
baneful
investigation
sonnet
captive
fame
odds
folk
yonder
rules
irregular
oblige
convert
banquet
festivity
splendor
aisle
exhibit
vigorous
prejudice

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Beatty, Jerome, Matthew Looney's Voyage to the Earth. New York: William R. Scott, Inc. A moon boy, Matthew, yearns to accompany his uncle to the earth. They find enough of interest on earth to cause them to return in the sequel: Matthew Looney's Invasion of the Earth.

Belting, Natalia M., The Moon Is a Crystal Ball: Unfamiliar Legends of the Stars. Indianapolis: Bobbs-Merrill Company, Inc. Dr. Belting has gathered legends of the stars and constellations from many lands and peoples.

Bendick, Jeanne, and Robert Bendick, Television Works Like This. New York: McGraw-Hill Book Company. In language as simple as is consistent with the subject, the authors describe and explain the many facets of television. Index, illustrations, and glossary aid in making clear the complicated processes.

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Kohn, Bernice, Computers at Your Service. Englewood Cliffs, N.J.: Prentice-Hall, Inc. The author gives the history and working principles of computers and describes computers whose nicknames are Univac, Erma, Audrey, Talos, IBM 701, and IBM 709. She also discusses how they are helping our space program, our armed forces, our business and industry.

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Swanson, May, Poems to Solve. New York: Charles Scribner's Sons. After pointing out that more meaning is hidden in poetry than in prose, the author offers first a group of riddle poems in which the subject is not named, and then other verses which contain various hidden elements of significance.

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_____, How to Have a Show. New York: Franklin Watts, Inc. The author covers this subject from start to finish. Topics include: choosing the right show; shadow shows; puppet shows; pet shows; carnivals and pageants; tips on sound effects, costumes, make-up, lighting, and scenery.

Brindze, Ruth, The Story of the Totem Pole. New York: Vanguard Press, Inc. The origin, creation, and significance of totem poles erected by Indians of the American Northwest are explained. Also included are the legends portrayed on specific poles.

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Earle, Alice Morse, Home and Child Life in Colonial Days. New York: The Macmillan Company. This is a comprehensive study of American colonial life and native American arts and crafts. Illustrated with photographs of furniture, needlework, household articles, tools, games, houses.

Glubok, Shirley, The Art of Ancient Peru. New York: Harper & Row, Publishers, Inc. The pre-Columbian cultures of Peru are discussed and their magnificent arts and crafts are shown in the attractive introduction. The informative text provides insight into ancient civilizations in America.

_____, The Art of Colonial America. New York: The Macmillan Company. Much valuable information is contained in this survey of art in America from the first colony to 1776. Shown are choice examples of portrait painting, engravings, churches, houses, interiors of homes, weathervanes, pottery and glass, accompanied by historical and artistic description.

_____, The Art of the North American Indian. New York: Harper & Row, Publishers, Inc. The author explains how many Indian objects such as totem poles, bowls, canoes, tomahawks, and blankets were made and used. It is a significant book for teaching appreciation of the cultural contributions of the American Indian.

Grahame, Kenneth, The Reluctant Dragon. New York: Holiday House, Inc. The boy-hero discovers a dragon who has slept on in a cave on the downs long after all others of his kind are gone. He makes him his friend and arranges for St. George and the dragon to haveaa battle.

Gurney, Gene, Monticello. New York: Franklin Watts, Inc. Jefferson's interest in architecture is described in this account of how he planned and supervised construction of Monticello, his home for fifty years.

Hiller, Carl E., From Tepees to Towers; A Photographic History of American Architecture. Boston: Little, Brown & Co. Photographs tell the story of building in America, from simple portable tepees to high-rise apartments in New York.

Hoag, Edwin, American Houses: Colonial, Classic, and Contemporary. Philadelphia: J.B. Lippincott Company. Mr. Hoag offers a comprehensive survey of many different types of homes in which Americans have lived, with information on their construction and details of their architecture.

Hoffman, Charles, *American Indians Sing*. New York: The John Day Company. Text is accompanied by phonograph record (33 rpm). The Snake Dance of the Deer Dance of the Yaqui, and other ceremonies, songs, dances, and chants are illustrated and explained.

Hofsinde, Robert, *Indian Picture Writing*. New York: William Morrow & Company, Inc. Approximately 250 symbols used in Indian picture writing are listed. Five letters in picture writing are given with their translations. Also includes a page of exploit markings and shows the Cree alphabet.

Hunt, W. Ben, *The Complete Book of Indian Crafts and Lore.* -New York: Golden Press, Inc. Practical information has been compiled about Indian clothing, homes, utensils, designs, and customs with illustrated directions for c ceremonial dances and appropriate crafts.

_____, *Indian and Camp Handicraft*. Milwaukee, Wisconsin: Bruce Publishing Company. Instructions are presented for making Hopi dolls, totem poles, peace pipes, rawhide, tom-toms, rattles, moccasins, birchbark baskets, and other objects used by Indians.

Hurd, Michael, *Young Person's Guide to Opera*. New York: Roy Publishers, Inc. The main facts about opera and the opera house are set forth in this brief guide. Titles of the two parts are: "The Ingredients of Opera" and "An Outline of Operatic History". For the very interested child.

Smith, Moyne Rice, *Seven Plays and How to Produce Them*. New York: Henry Z. Walck, Inc. Seven plays simple in text but with high appeal for the middle grades. Most of them are written by older boys or girls; others include very clear directions and suggestions for production.

Level 18

LANGUAGE ARTS
Level Report
Avon, Conn.

Date______________________________

Dear Parent,

______________________________has completed the Language Arts Skills taught at Level 17. The following is an overview of your child's next level.

Overview of Level 18

I. Decoding Skills

A

- A. Consonant digraphs Ex. ch, sh
- B. Long and short vowel spelling patterns
- C. Schwa sound
- D. Prefixes Ex. super-, re-, mis-
- E. Suffixes Ex. -ward, -en, -ence, -ance
- F. Word derivations
- G. Proofreading

II. Comprehension and Literary Understanding

- A. Onomatipoetic words
- B. Exaggeration
- C. Idiomatic and figurative expressions
- D. Mood
- E. Inferences of feelings, thoughts and values
- F. Drawing conclusions
- G. Appreciation of human values and aesthetics

III. Language

- A. Vocabulary - developing word meanings, antonyms
- B. Word usage
  - 1. Verbs - Be forms (past, present, future)
  - 2. Adjectives - Comparative and superlative forms
  - 3. Negative words
- C. Sentences
  - 1. Sentence patterns
  - 2. Sentence transformations
    - a. Adjective
    - b. Negative
    - c. Question
    - d. Relative clause
- D. Handwriting - cursive forms
- E. Punctuation
- F. Capitalization

IV. Study Skills

- A. Card catolog
- B. Maps
- C. Outlining

V. Creativity

- A. Extending experiences before, during and after each story read.
- B. Writing descriptive paragraphs and stories of some length.

Level 18 - Language Arts

*Review skills from previous levels

I. DECODING SKILLS

   A. Phonolog (The study of the sound structure of our language.)

      1. Short vowel spelling patterns

         a. short a -(a - hat, au - laugh, ai - plaid, al - half)
         b. short i -(i - pin, ui - build, y - mystery, u - busy, e - pretty)
         c. short u -(u - cup, or- onion, ou - enough)
         d. ô as in all -(a- small, ŏ - lost, au - faucet, ough - ought, augh - taught)
         e. Schwa /ə/ - (a - drinkable, e - pitcher, i - quality, o - vacation, u - doubtful, ou - famous)

      2. Long vowel spelling patterns

         a. Long ā (a - acorn, a-e - age, ai - aim, ay - say, eigh - eight, aigh - straight)
         b. Long ō (o - clothes, o-e - ode, oa - oak, ow - owner, oe - toe, ough - dough)
         c. ü as in rule -(oo - school, o - who, u - truth u-e - rule)

      3. Consonant digraphs

         a. ch - (ch - chair, tch - ketchup, t - adventures, ts - catsup, ti - question)
         b. sh - (sh - shirt, ch - chef, ci - social, ti - nation)

   B. Morphology (The study of word structure and word formation.)

      1. Prefixes
         a. re-, mis-, in-, un-, dis-, super-, pro-, per-, com-

      2. Suffixes
         a; -ward, -en, -ence, -ance, -ion, -ation, -ic, -al, -ship.
         b. Adding -fy, -ify and -ize to change nouns or adjectives to verbs

      3. Adjectives
         a. comparative and superlative forms of regular and irregular adjectives. (good, better, best)
            (hot, hotter, hottest)

      4. Roots
         a. Words from same root,belong to a word family.

      5. Morphemes

   C. Spelling

      1. Relate spelling words to concepts developed in phonology and morphology.(short a - hat, au - laugh, ai - plaid, al - half)
      2. Basic Dolch List
      3. Proofread all written work for correct spelling

Level 18 - Language Arts

II. COMPREHENSION

A. Literal and Inferential

1. Construct inferences about values from character traits
2. Recall details from story
3. Construct inferences about reasons for given facts in a selection.
4. Construct inferences about a character's feelings and thoughts.

B. Critical Thinking

1. Drawing conclusions and forming opinions
2. Distinguishing relevant and irrelevant statements.
3. Making comparisons and contrasts
4. Interpreting symbolic meanings of objects in selections

III. LANGUAGE

A. Syntax(study of grammatical structure)

1. Verbs
   a. Be forms (am, is, are, was, were, been, be, being)
   b. Verb markers indicate time (Past,Present, Future - were built, are thinking, will extend.)

2. Sentences
   a. N - LV - Adj sentences
   b. N - LV - Adv. sentences
   c. Substituting who, which, that for one noun phrase in combining sentences.

      1a. Mary won the match.
      2b. Mary is my best friend.

      3c. Mary, who is my best friend, won the match.
   d. Combining sentences with a common noun phrase by inserting an adjective.

      1a. The chief had a daughter.
      2b. The daughter was beautiful.

      3c. The chief had a beautiful daughter.
   e. Transform statements into questions by changing word order
   f. Transform affirmative statements to negative negative ones by form of do and not.
   g. Identify question markers (who, what, when, where, why, do, does, did)
   h. Distinguish between statements and questions in terms of word order and punctuation.

B. Semantics (The exploration of meaning assigned to words and groups of words)

1. Semantic differences in regional dialects
2. Antonyms
3. Syntactical clues to meaning of words
   a. Is it time for recess?
   b. We will recess for half an hour.
   c. Put the statue in the recess.

Level 18 - Language Arts

C. Handwriting
  1. Diagnose and review all cursive forms
  2. Review joining of cursive letters.
  3. Extend cursive writing into all subject areas.
  4. Proofread written work for correct handwriting forms.

D. Mechanics
  1. Punctuation
    a. Apostrophe
      1) Contractions
      2) In singular and plural possessives
    b. Colon
      1) In writing Time
      2) After introductory word of list or long series
      3) At the end of the greeting of a business letter
      4) To show the chapter and verse of a quotation from the Bible.
      5) Sometimes used to introduce a quotation (usually when quoting from a book)

    c. Comma
      1) Between words in a series
      2) Between series of phrases
      3) In dialogue between speaker and what is said.
      4) After introductory expressions (Yes, No)
      5) Before and after an interrupter, to set off the name of a person who is addressed directly by name.

    d. Dash
      1) Between pages
      2) Between hours in reference to time

    e. Exclamation mark
      1) After word or sentence expressing strong feeling

    f. Hyphen
      1) Review Division of words

    g. Italics
      1) In referring to the name of books, plays, and movies
      2) In referring to special ships, trains, or airplanes.
      3) In referring to words from another language.
      4) In giving particular attention to letters, words, or phrases.

    h. Periods
      1) Review use of period after a statement and at end of abbreviation.

    i. Question Marks
      1) Review use of question mark after asking sentences.

    j. Quotation Marks
      1) Review use of quotation marks before and after the words you are quoting.

    k. Underlining
      1) Titles of books

2. Capitalization
   Review uses for capital letters.

3. Letters and Addresses
   Review parts of friendly and business letters.

4. Usage
   a. Adjectives in Comparisons'
      kind, kinder, kindest
      fortunate, more fortunate, most fortunate
      good, better, best
   b. Negative words
      nothing
      not
      don't
      Only one negative is used in any sentence.
   c. Well as an adjective and an adverb
      I'm very well, thank you. (Adjective)
      Ann writes well. (Adverb)

IV. Study Skills

A. Card Catalog

1. Arrangement of cards
   a) author card
   b) title card
   c) subject card

B. Maps
   I. Reading maps
      a) symbols
      b) legends
      c) road maps, weather maps, political maps, etc.

C. Outlines
   I. Topic outline
      1. Main headings
      2. Subheadings

V. LITERARY UNDERSTANDING

A. Rhetoric and Literary Skills

1. Onomatopoetic words
2. Exaggeration
3. Humorous use of idiomatic expressions
4. Use of understatement to produce humorous effects
5. Figurative expressions
6. Mood
7. Character's viewpoints

B. Human Values and Aesthetics

1. To strengthen awareness of the importance of strength and courage
   to the American Indian.

2. To suggest the importance of making the most of every opportunity.
3. To suggest the importance of action rather than words in revealing character.
4. To help pupils appreciate fantasy as a form of creative thinking.
5. To develop awareness of a change in point of view.
6. To stimulate thinking about constructive methods of solving conflict.
7. To develop appreciation of another person's point of view.
8. To develop awareness of the many possible ways of achieving independence and responsibility.

VI. Creativity

A. Developing creative potential

1. Constructing bulletin board displays relating to story.
2. Choral reading
3. Planning cities of tomorrow.
4. Constructing collages
5. Making dioramas
6. Dramatizing situations
7. Making maps and models
8. Appreciating music
9. Giving oral reports
10. Listening to recordings
11. Giving a talk
12. Doing research on wildlife conservation methods

B. Composition

1. Writing commercials
2. Writing an essay
3. Writing a fantasy
4. Writing a humorous incident
5. Writing a tall tale
6. Writing a short composition
7. Writing rhymes

VII. Materials

A. Required - Holt, Rinehart and Winston Inc.

1. Freedom's Ground - Unit 5 and 6
    a. Text (pupil and teacher's handbook)
    b. Workbook
    c. Satellite Book
        1. Unit 5 America's Tall Tales
           Literary Dialects
        2. Unit 6 Cities of Our Land
           Word Order in Sentences
    d. Materials

d. AV Material
  1. Recordings - Unit 5 "I Am Glad Day Long"
     "Stranger"
     "Johnny Appleseed"
     Unit 6 "Night Journey"

  2. Sound Filmstrips
     a. Unit 5 - Telling Stories
        Pictures from Words
     b. Unit 6 - Over the River and Through the Woods
        Words, Meanings and Feelings

2. Scott Foresman - In Other Words - A Junior Thesaurus - Book 2

B. Alternate Reading Program - approval of Reading Department
  1. McGraw - Hill - Programmed Reading Sullivan
  2. Merrill, Charles - Merrill Readers
  3. Scott Foresman
  4. Ginn 360

C. Supplementary Materials

  1. Language
     a. Holt, Rinehart and Winston Inc. - The Arts and Skills of English - Book 4-5 (sample copies of workbook)
     b. Laidlaw - Exploring in English - Book 4
        Discovery in English - Book 5
        (Activity sheets and tests)
     c. Scott, Foresman - Language and How to Use It - Book 4 and 5 (Activities book, sample copies and records.)
     d. Harcourt, Brace and World - The Roberts Series - Book 4 and 5 (workbooks)
     e. Random House - The Writing Bug Kit(filmstrips, tapes, activity cards)
     f. Ginn - Creativity Idea Books: Can You Imagine? For Those Who Wonder
     g. Harcourt Brace and World - Wider Than The Sky Book 5
     h. Laidlaw - Words With Wings - Book 5
     i. Random House - Winding Roads - Book 5
     j. Lippincott - Reading For Meaning - Book 5
     k. Paperbacks
        1. Scholastic Individualized Reading Kits
        2. Limited copies of Assorted paperbacks.
     l. Barness Loft, Ltd. - Capitalization and Punctuation - Sets D and E - Individualized Kit

  2. Spelling
     a. 220 Basic Dolch List
     b. The Basic Hundred Spelling Words
     c. Scott, Foresman - Spelling Our Language - Book 5
     d. Webster, McGraw Hill - Basic Goals In Spelling - Book 5
     e. Noble and Noble - Spell/Write - Book 5
     f. Economy Co. - Contunuous Progress Spelling Kit

  3. Handwriting
     a. Scott, Foresman - Writing Our Language - Book 5

4. Enrichment Materials
   a. Lyons and Carnahan - The New Phonics We Use C-D-E-F-G
   b. Barnell, Loft Ltd. - Specific Skills Series C, D,E,F (Main Idea, Sequence, Content Sounds, Following Directions, Locating the Answer Getting the Facts, Drawing Conclusions)
   c. Teacher Made Materials (See Activities Sections)
   d. Library Filmstrips and Tapes
   e. S.R.A. Reading Lab. II A
   f. EDL Controlled Reader and Language Master
   g. Continental Hayes, Jen Duplicating masters
   h. Educators Publishing Services - Book 1 and 2
   i. Dictionary and Encyclopedia
   j. Dr. Herr - Crossword Puzzles - Book 2

VIII. EVALUATION

A. Required:
   1. Holt, Rinehart and Winston - Evaluation Masters for individual stories
   2. Holt, Rinehart and Winston - End of Unit Tests (18a, 18b)
   3. Teacher made tests

B. Optional:
   1. Informal Reading Inventory
   2. Gates-MacGinite Test - standardized
   3. Metropolitan Achievement Test
   4. Botel Inventory of Phonetic Skills

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18a Evaluation
Language Arts

Total:,100 points

BEST COPY AVAILABLE

Name________________________________Date________________________________

A. Reading and Language

1. Look at the following words. Underline the letter or letters that spell the ô souhd as in all.

1. fall	6. faucet
2. bossed	7. Pawnee
3. mall	8. thought
4. offer	9. cautious
5. loft	10. caught

(5 points)

2. Look at the following words. Underline the letter or letters that spell the ch sound as in church.

1. adventure	6. champ
2. agriculture	7. culture
3. catsup	8. nature
4. cherry	9. ditch
5. choice	10. lunch

(5 points)

3. Look at the example below. In the blanks provided, write the correct form of each adjective listed.

hot	hotter	hottest
1. big	________	________
2. bad	________	________
3. sweet	________	________
4. large	________	________
5. old	________	________
6. short	________	________
7. strong	________	________
8. wonderful	________	________
9. good	________	________
10. crowded	________	________

(10 points)

4. [illegible]

[illegible]

18a Evaluation Language Arts

Name________________________________Date________________________________

4. Look at the sentences below. Underline the correct form of be to complete each sentence.

1. I (am, is) afraid to go along.
2. We (am, are) alike in that way.
3. She (am, is) my teacher.
4. They (are, is) here now.
5. It (are, is) my turn next.
6. You(was, were)at the bus stop.
7. He(was, were) late.
8. The two of you(was, were) lost.
9. You like to(be, is) the first in line.
10. There has(been,be) no rain for three weeks.

(5 points)

5. Look at the following sentneces. Put one line under the clause marker and a second line under the entire clause in each sentence.

1. Heck Jones, who had sold the land to McBroom, threatened to foreclose.
2. Peter, who was one of McBroom's eleven children, whistled through his front teeth.
3. This book, which is about folktales, has interesting illustrations.
4. The weeds that had sprung up overnight were hard to kill.
5. The cabin boy who joined the crew of thw whaler was six feet tall.

(10 points)

6. Look at the following sentences. Put a check in the blank before each Noun-Linking_Verb-Adjective sentence below. Underline the linking verb.

___1. Paul Bunyan's size and strength were amazing.

___2. The gem glittered in the light.

___3. That plastic bottle is unbreakable.

___4. Our new living room carpet is beautiful.

___5. Many birds sat on the roof.

___6. In the morning, McBroom planted pumpkin seeds.

___7. The room became quiet after the disturbance.

___8. Those noisy motorcycles are disturbing.

18a Evaluation Language Arts

Name________________________________ Date__________________________________

___9. When he saw his broken bicycle, Ted cried.

___10. The air felt cool after the rain. (10 points)

7. Look at the list of words below and the sentences that follow. Decide whether a noun, a verb, or an adjective fits in the blank in each sentence. Write the correct word from the list in the blank. In the blank after each sentence, write noun, adjective or verb, depending upon how you used the word.

head ; pace; ground; pointed; claws; model; shape;

1. The horse fell to the ____________________. ____________________
2. They lived on the ____________________floor.____________________
3. I could ____________________that wire from your ____________________ lightning rod.
4. He walked at a steady __________________. ______________________
5. While she waited, she could only__________the floor.___________
6. This place is called a ______________city. __________________
7. A ____________________was made of the building.________________
8. I will___________________the horses out of clay.______________
9. His_________________whirled as he received the blow.___________
10. He is the______________man in that group. ____________________

(10 points)

B. Comprehension and Literary Skills

1. Look at the following sentences. In sentences 1-5, underline that part of each sentence which exaggerates the truth. In sentences 6-10, put a check in the blank to the left of the sentence in each pair that exaggerates the truth.

1. After reading the story, she cried rivers.
2. It was so quiet, you could hear a fly land.
3. There were a million places to go and things to do.
4. The horn was so large that when he blew it, the noise knocked down two hundred trees.
5. The smokestack was so tall, it had to be hinged in the middle to let the clouds go by.

18a Evaluation Language Arts

Name____Date____

___6a. The dining room tables were enormous.

___ b. The dining room tables were two miles long.

___7a. The force of his voice blew three men over.

___ b. He had a loud, powerful voice.

___8a. The whipped cream was piled extra high.

___ b. The cream puffs had whipped cream piled over a foot high.

___9a. He was a hugh man and his stride was wxtremely long.

___ b. When he took a step forward, he moved ahead two miles.

__10a. His ax cut a ditch in the sand, making what is now called the Grand Canyon.

__10b. His ax was several feet tall and was a great tool for cutting down the giant redwood trees. (10 points)

2. Below are numbered situations or events from the selections in Unit 5. Following are the reasons or explanations behind the situations. Match each situation with an explanation by writing the letter of the correct explanation in the blank before the situations.

___1. The Lion wanted Man to have a tremendous voice.

___2. All the animals disagreed, and the meeting broke up in a terrible fight.

___3. The Coyote was laughing at them.

___4. The woman and her grandson stayed behind to pick up anything the others left behind.

___5. Then the old woman laughed, for her heart was glad.

a. They couldn't agree on how to make Man.
b. Her grandson had brought her food and a robe to keep her warm.
c. They were very poor.
d. He wanted Man to be like him because he could not envision a better creature.
e. He had made Man while the other animals slept. (10 points)

18a Evaluation Language Arts

Name_________________________________ Date_________________________________

3. The numbered statements below describe a situation from a selection in Unit 5. Match the situations with the selection in which they occur by writing the letter of the selection in the blank before the situation.

___1. The animals cannot agree among themselves.

___2. A man who makes an underhanded deal gets what he deserves.

___3. One man's pride in his pet brings about a change in a rule.

___4. A courageous youth applies newly learned knowledge to save the day.

___5. An amazing blizzard is the result of the heat and kernels of corn.

a. "The Faster Sooner Hound"
b. "Captain Stormalong Meets a Kraken"
c. "The Creation of Man"
d. "McBroom Tells the Truth"
e. "The Adventures of Paul Bunyan" (5 points)

C. Study Skills
Study these library cards and answer the questions that follow.

Grayson, Thomas.
A Stolen Treasure. c. 1970.

1. Police work--stories 2. Phoenix, Arizona
I. Norris, Joyce, illus. II. Title

A Stolen Treasure.
Grayson, Thomas
A Stolen Treasure. c. 1970.

1. Police work--stories 2. Phoenix, Arizona
I. Norris, Joyce, illus. II. Title

1. Which of these cards, A or B, is called a title card?_______________

2. Which card, A or B, is called the author card?_____________

3. In which drawer of the card catalog would you look for the title card for A Stolen Treasure: A, S or T? ____________

4. If you were looking for stories about police work, would you look for a title card, a subject card, or an author card?

____

5. How are cards in a card catalog arranged?_______________________________
(10 points)

18a Evaluation Language Arts

Name_______________________________________Date_______________________________________

B. Composition

1. Look at the underlined part of the following sentences. In the space provided, rewrite the sentences, changing the underlined words so that the sentences become exaggerations.

   a. The old man walked very slowly.

   ____

   b. To shake hands with the Mayor was a great thrill for me.

   ____

   c. I really grinned when I hit the home run.

   ____

   d. The motorcycles raced by at a very fast speed.

   ____

   e. The winner of the beauty contest was very lovely.

   ____

   (10 points)

2. Take an everyday occurrence either at home or at school and describe it, using as much exaggeration as possible to make it seem exciting and amusing.

   Recommended rating:
   C - Commendable
   S - Satisfactory
   N - Needs Improvement

18a Evaluation
Language Arts

Teacher's copy

[illegible] ______________________ [illegible] ______________________

Total: 100 points

A. Reading and Language

1. Look at the following words. Underline the letter or letters that the ô sound as in all

1. fall
2. bossed
3. mall
4. offer
5. loft
6. faucet
7. Pawnee
8. thought
9. cautious
10. caught

(5 points)

2. Look at the following words. Underline the letter or letters that spell the ch sound as in church.

1. adventure
2. agriculture
3. catsup
4. cherry
5. choice
6. champ
7. culture
8. nature
9. ditch
10. lunch

(5 points)

3. 3. Look at the example below. In the blanks provided, write the correct form of each adjective listed.

hot	hotter	hottest
1. big	bigger	biggest
2. bad	worse	worst
3. sweet	sweeter	sweetest
4. large	larger	largest
5. old	older	oldest
6. short	shorter	shortest
7. strong	stronger	strongest
8. wonderful	more wonderful	most wonderful
9. good	better	best
10. crowded	more crowded	most crowded

(10 points)

4. Look at the sentences below. Underline the correct form of be to complete each sentence.

1. I(am, is) afraid to go along.
2. We (am, are) alike in that way.
3. She (am, is) her teacher.

18a Evaluation
Language Arts

Teacher's copy

[redacted] ______________________ [redacted] ______________________

4. They (are, is) here now.

5. It (are, is) my turn next.

6. You (was, were) at the bus stop.

7. He (was, were) late.

8. The two of you (was, were) lost.

9. You like to (be, is) the first in line.

10. There has (been, be) no rain for three weeks. (5 points)

5. Look at the following sentences. Put one line under the clause marker and a second line under the entire clause in each sentence.

1. Heck Jones, who, had sold the land to McBroom, threatened to foreclose.

2. Peter, who was one of McBroom's eleven children, whistled through his front teeth.

3. This book, which is about folktales,, has interesting illustrations.

4. The weeds that had sprung up overnight were hard to kill.

5. The cabin boy who joined the crew of the whaler was six feet tall. (10 points)

6. Look at the following sentences. Put a check in the blank before each Noun-Linking-Verb-Adjective sentence below. Underline the linking verb.

✓ 1. Paul Bunyan's size and strength were amazing.

___ 2. The gem glittered in the light.

✓ 3. That plastic bottle is unbreakable.

✓ 4. Our new living room carpet is beautiful.

___ 5. Many birds sat on the roof.

___ 6. In the morning, McBroom planted pumpkin seeds.

✓ 7. The room became quiet after the distrubance.

✓ 8. Those noisy motorcycles are disturbing.

18a Evaluation
Language Arts

Teacher's copy

___9. When he saw his broken bicycle, Ted cried.

✓10. The air felt cool after the rain. (10 points)

7. Look at the list of words below and the sentences that follow. Decide whether a noun, a verb, or an adjective fits in the blank in each sentence. Write the correct word from the list in the blank. In the blank after each sentence, write noun, adjective or verb, depending upon how you used the word.

head pace ground
pointed claws model shape

1. The horse fell to the ground. noun
2. They lived on the ground floor. adjective
3. I could ground that wire from your lightning rod. verb
4. He walked at a steady pace. noun
5. While she waited, she could only pace the floor. Verb
6. This place is called a model city. adjective
7. A model was made of the building. noun
8. I will model the horses out of clay. verb
9. His head whirled as he received the blow. noun
10. He is the head man in that group. adjective

(10 points)

B. Comprehension and Literary Skills

1. Look at the following sentences. In sentences 1-5, underline that part of each sentence which exaggerates the truth. In sentences 6-10, put a check in the blank to the left of the sentence in each pair that exaggerates the truth.

1. After reading the story, she cried rivers.
2. It was so quiet, you could hear a fly land.
3. There were a million places to go and things to do.
4. The horn was so large that when he blew it, the noise knocked down two hundred trees.
5. The smokestack was so tall, it had to be hinged in the middle to let the clouds go by.

18a Evaluation
Language Arts

Teacher's copy

Name ______________________________ Date ______________________________

___ 6a. The dining room tables were enormous.

✓ b. The dining room tables were two miles long.

✓ 7a. The force of his voice blew three men over.

___ b. He had a loud, powerful voice.

___ 8a. The whipped cream was piled extra high.

✓ b. The cream puffs had whipped cream piled over a foot high.

___ 9a. He was a huge man, and his stride was extremely long.

✓ b. When he took a step forward, he moved ahead two miles.

✓ 10a. His ax cut a ditch in the sand, making what is now called the Grand Canyon.

___ b. His ax was several feet tall and was a great tool for cutting down the giant redwood trees.

(10 points)

2. Below are numbered situations or events from the selections in Unit 5. Following are the reasons or explanations behind the situations. Match each situation with an explanation by writing the letter of the correct explanation in the blank before the situations.

d 1. The Lion wanted Man to have a tremendous voice.

a 2. All the animals disagreed, and the meeting broke up in a terrible fight.

e 3. The Coyote was laughing at them.

c 4. The woman and her grandson stayed behind to pick up anything the others left behind.

b 5. Then the old woman laughed, for her heart was glad.

a. They couldn't agree on how to make Man.
b. Her grandson had brought her food and a robe to keep her warm.
c. They were very poor.
d. He wanted Man to be like him because he could not envision a better creature.
e. He had made Man while the other animals slept.

(10 points)

18a Evaluation
Language Arts

Teacher's copy

3. The numbered statements below describe a situation from a selection in Unit 5. Match the situations with the selection in which they occur by writing the letter of the selection in the blank before the situation.

c 1. The animals cannot agree among themselves.

d 2. A man who makes an underhanded deal gets what he deserves.

a 3. One man's pride in his pet brings about a change in a rule.

b 4. A courageous youth applies newly learned knowledge to save the day.

e 5. An amazing blizzard is the result of the heat and kernels of corn.

a. "The Faster Sooner Hound"
b. "Captain Stormalong Meets a Kraken"
c. "The Creation of Man"
d. "McBroom Tells the Truth"
e. "The Adventures of Paul Bunyan" (5 points)

C. Study Skills
Study these library cards and answer the questions that follow.

A

Grayson, Thomas.
A Stolen Treasure. c.1970.

1. Police work--stories 2. Phoenix, Arizona
I. Norris, Joyce, illus. II. Title

B

A Stolen Treasure.
Grayson, Thomas
A Stolen Treasure. c.1970.

1. Police work--stories 2. Phoenix, Arizona
I. Norris, Joyce, illus. II. Title

1. Which of these cards, A or B, is called a title card? B

2. Which card, A or B, is called the author card? A

3. In which drawer of the card catalog would you look for the title card for A Stolen Treasure: A, S, or T? S

4. If you were looking for stories about police work, would you look for a title card, a subject card, or an author card? A subject card.

5. How are cards in a card catalog arranged? Alphabetically.
(10 points)

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18a Evaluation
Language Arts

Teacher's copy

D. Composition

1. Look at the underlined part of the following sentences. In the space provided, rewrite the sentences, changing the underlined words so that the sentences become exaggerations.

   a. The old man walked very slowly.
   The old man walked like a lumbering bear.

   b. To ahake hands with the Mayor was a great thrill for me.
   To shake hands with the Mayor sent fingers of chills up my spine.

   c. I really grinned when I hit the home run.
   I grinned like a happy Halloween pumpkin when I hit the home run.

   d. The motorcycles raced by at a very fast speed.
   The motorcycles reaced by like the streak of a falling star.

   e. The winner of the beauty contest was very lovely.
   The winner of the beauty contest was prettier than a sunset on a clear summer day.
   (Answers will vary. Allow 2 points for each imaginative, clearly expressed, correctly spelled replacement of underlined phrases. Give partial credit where necessary) (10 points)

2. Take an everyday occurrence either at home or at school and describe it, using as much exaggeration as possible to make it seem exciting and amusing.

   The correction for this paragraph should be based upon child's ability to express ideas in sentences with adequate attention given to spelling and punctuation appropriate for the level.

   Recommended rating:
   C - Commendable
   S - Satisfactory
   N-- Needs Improvement

18b Evaluation Language Arts Total: 100 points

Name________________________________Date________________________

A. Reading and Language

1. In the following words, underline the letters that spell the sh sound as in she.

1. attention
2. caution
3. Chicago
4. chiffon
5. delicious
6. description
7. direction
8. fiction
9. fresh
10. machine
11. magician
12. motion
13. parachute
14. position
15. precious
16. reservation
17. shell
18. socialize
19. special
20. wash

(10 points)

2. The following words containing the schwa sound in unstressed syllables are written in Pronunciation Key symbols. In the blank after each word, rewrite the word as you would normally spell it and underline the vowel letters that spell the schwa sound.

1. əb zôrbd __________________
2. at′ məs fēr __________________
3. bėr′ dən __________________
4. kar′ nəvəl __________________
5. jēn′ yəs __________________
6. han′ səm __________________
7. mar′ vəl __________________
8. meg′ə struk′ chər __________________
9. mis tēr′ ē əs __________________
10. presh′ əs __________________

(10 points)

18b Evaluation Language Arts

Name________________________________ Date________________________________

3. Change the following nouns and adjectives into verbs by adding the suffix -fy, ify, or ize. Be sure to make all the necessary spelling changes. Then in the blanks in the sentences below, write the verb that best fits the sentence context.

1. glory ________________
2. modern ________________
3. burglar ________________
4. summary ________________
5. simple ________________
6. beauty ________________
7. glamor ________________
8. equal ________________
9. pure ________________
10. civil ________________

11. He let air out to ________________ the pressure.

12. Can you ________________ the essay in an outline?

13. The missionaries wished to ________________ the natives.

14. The new tenants had to ________________ the oldfashioned kitchen.

15. To ________________ water, you must remove all germs and pollutants.

16. For a young reader, you must ________________ the directions.

17. Those thieves had planned to ________________ our neighbor's house.

18. Planting trees is one way to ________________ highways.

19. Makeup may ________________ a plain face.

20. The king asked his subjects to ________________ his name. (10 points)

4. Study the underlined word in each sentence and the three definitions that follow. Choose the correct definition of the word as it is used in the sentence and write the letter of that definition in the blank after the sentence.

1. The bump on his head was a reminder of his adventures. __________
   a. to strike b. a swelling c. a jolt

2. The magic ointment bridges the world of fantasy and the real world. __________
   a. structures over obstacles b. bony parts of noses
   c. joins

3. He felt he would never tire of the exciting sights. __________
   a. to become weary b. to seize or fell c. a rubber covering on a wheel.

18b Evaluation Language Arts

Name______________________________ Date______________________________

4. She would edge forward as the race reached the finish. ____________
a. move little by little b. the cutting side of a blade
c. border

5. The man's carriage was tall, as if he were proud of himself. ____________
a. the manner of carrying one's body b. a wheeled vehicle
c. a supporting part of a machine

6. The wings measured a yard and a half. ____________
a. enclosure b. Unit of length c. to confine

7. Her face seemed to beam with confidence. ____________
a. to look with joy b. to aim c. a ray

8. He wanted to shoulder the new responsibility. ____________
a. where the arm and the trunk of the body meet. b. the edge of the road c. to assume a burden

9. His wings spread gracefully, and he was in flight. ____________
a. to cover lightly b. separated c. to stretch outward

10. There was a train of excuses about his absences. ____________
a. a continuous line b. a connected line of cars
c. to teach (10 points)

5. Look at the following sentences. Underline the words that are question markers and put a check mark in the blank before the questions.

___1. The strange boarder became Harry's friend.

___2. Who flew over San Francisco on a foggy night?

+__3. What happened to Susan Bearskin?

___4. She challenged Earl to a race.

___5. What did Earl ask Susan's father to make?

___6. Where did Davie travel to meet his parents?

___7. They were not there yet.

___8. When was the first skyscraper built?

___9. Davie played stickball well.

___10. Linear cities may be a reality soon.

___11. Why would domes by used over cities?

18b Evaluation Language Arts

Name____Date ______________________________________

___12. Where did Harry get the Volo Oil?

___13. Who was Miss Turner?

___14. What happened to Mustang at the end?

___15. When did Mr. Clark blow the whistle? (15 points)

6. Look at the following sentences. Underline the verb in each. In the space provided, turn each statement into a negative one by using a form of do and not and making any needed changes in the verb.

1. Harry's wings spread out behind him.

____

2. Susan wears moccasins to school.

____

3. Earl bumped Susan during the race.

____

4. Harry awoke with a start.

____

5. Big Josh helped Davie with Mustang.

____

6. Emil makes the best hot dogs in the world.

____

7. Uncle Joe traveled to many places.

____

8. Louis Sullivan designed the first skyscraper.

____

9. Fog often covers the Berkeley Hills.

____

10. Joseph B. Strauss designed the Golden Gate Bridge.

____

(10 points)

7. Turn each sentence into a question by moving the verb marker or the form of be to the beginning and write the question in the space provided.

1. Mustang was good to Davie.

____

2. Davie had traveled to New York from the West Coast.

____

3. San Francisco is a hill city.

____

18b Evaluation Language Arts

Name______________________________Date______________________________

4. The other children were crowding around Susan and Earl.

____

5. Davie did stay with his uncle for a while.

____(5 points)

B. Comprehension and Literary Skills

1. Read the following paragraphs from this unit. In the space provided after each, describe in a few words the mood of the passage. Then underline the words that helped create this mood. Choose from the words below. The first one has been done for you.
suspense, quiet, lightness, fear, acceptance, sense of smallness, excitement, mystery, sense of loss

1. He got out his flashlight, the extra big one that Mr. Brighton had given him for his birthday, and cautiously opened the door of his room. Marco's Boardinghouse slumbered in an after-midnight kind of quietness.

Mood: suspense, mystery

2. Up and up he went, in a wide circle, his heart pounding with a crazy excitement that was more than half fright. The wind was wet against his face, and his ears were full of the breathy whirr of feathers.

Mood:____

3. He reached back suddenly and touched the spot where the wings had been. As he ran his fingers across his back, he had a strange sensation that in some unexplainable way the wings were still there. It was as if he would always be able to feel them there, now that he knew about them--deep inside his back--tiny wings or maybe only wing buds

Mood:____

4. She was in Chicago! Tiny particles of dust swished before her eyes. She wondered if she was going to be sick. Today she must go tb the brick school that stretched from one street to another. There would be more children than needles on a pine tree, and she would not know one of them

Mood:____

5. The next morning when Susan walked outside, her feet felt as though they were covered with feathers. Instead of the clomp of her heavy school shoes on the hard cement, her moccasins made no sound at all. They were as good for the city streets as for the paths of the forest.

Mood:____

(5 points)

18b Evaluation Language Arts

Name__________________________________Date__________________________________

2. Below are the names of characters in Unit 6. Under them are listed the problems faced by these characters. Match the characters and their problems by writing the letter of each problem in the blank before the character's name.

___1. Davie Shaw

___2. Susan Bearskin

___3. Frank Lloyd Wright

___4. Josh Pringle

___5. Harry Houdini Marco

a. How to properly house modern works of art for display.
b. How to earn a living when the last carriage house and stable in New York was torn down.
c. How to provide an education for a rapidly changing student body.
d. How to explain to his parents why he traveled alone across the continent
e. How to adjust to a new environment and prove one's worth as an individual
f. How to live up to the great expectations of him as reflected in his given name. (5 points)

C. Stddy Skills

Read this story about hornets and wasps. Complete the outline that follows the story.

Hornets and Wasps

Eurppean hornets have become established in the United States. If you can get a good look, you will see they are really brown and yellow. The European hornet sometimes makes its nest from a branch of a tree or under the eaves of a building where it is protected from rain and wind.

One of the most common wasps, found all around the world, is the paper wasp. These wasps are almost tame. They usually build a comblike nest under the eaves of a building. These wasps are over an inch long and are usually brown or brown and black. They are very helpful and should not be destroyed. We should be glad to have them around!

18b Evaluation Language Arts

Name ______________________ Date ______________________

Hornets and Wasps

I. ______________________

A. ______________________

B. ______________________

C. ______________________

II. ______________________

A. ______________________

B. ______________________

C. ______________________

D. ______________________

E. ______________________ (10 pts.)

D. Composition

1. Underline the word or words in the following sentences that would appear in italics in printed material.

   1. Did you see The Wizard of Oz?

   2. The Friendship 7 splashed down in the Pacific Ocean.

   3. Whenever I sneeze, my friend says, "Geshundheit."

2. Rewrite each sentence using correct punctuation.

   4. Sarah went to bed at 930 PM

____

   5. Mary wore her new clothes a plaid skirt a white sweater and black patent-leather shoes

____

____

   6. I'm going to the movies said Clara.

____

   7. Oh said Cheryl What movie are you going to see tonight

____

(10 points)

18b Evaluation Language Arts

Name____Date____

3. Imagine that you have a chance to fly on a trip for twelve hours. Describe your destination and the route of your flight. Also include why you chose it. Use at least two or three paragraphs.

Recommended rating: C-Commendable
S- Satisfactory
N - Nedds Improvement

Total: 100 points

18b Evaluation
Language Arts

Teacher's copy

A. Reading and Language

1. In the following words, underline the letters that spell the sh sound as in she.

1. attention
2. caution
3. Chicago
4. chiffon
5. delicious
6. description
7. direction
8. fiction
9. fresh
10. machine
11. magician
12. motion
13. parachute
14. position
15. precious
16. reservation
17. shell
18. socialize
19. special
20. wash

(10 points)

2. The following words containing the schwa sound in unstressed syllables are writtin in Pronunciation Key symbols. In the blank after each word, rewrite the word as you would normally spell it and underline the vowel letters that spell the schwa sound.'

1.	əb zôrbd	absorbed
2.	at′ məs fēr	atmosphere
3.	bėr′ dən	burden
4.	kar′ nə vəl	carnival
5.	jēn′ yəs	genius
6.	han′ səm	hansom
7.	mar′ vəl	marvel
8.	meg′ ə struk′ chər	megastructure
9.	mis tēr′ ē əs	mysterious
10.	presh′ əs	precious

(10 points)

18b Evaluation
Language Arts

Teacher's copy

3. Change the following nouns and adjectives into verbs by adding the suffix -fy,-ify, or -ize. Be sure to make all the necessary spelling changes. Then in the blanks in the sentences below, write the verb that best fits the sentence context.

1.	glory	glorify	6.	beauty	beautify
2.	modern	modernize	7.	glamor	glamorize
3.	burglar	burglarize	8.	equal	equalize
4.	summary	summarize	9.	pure	purify
5.	simple	simplify	10.	civil	civilize

(10 points)

11. He let air out to equalize the pressure.

12. Can you summarize the essay in an outline?

13. The missionaries wished to civilize the natives.

14. The new tenants had to modernize the oldfashioned kitchen.

15. To purify water, you must remove all germs and pollutants.

16. For a young reader, you must simplify the directions.

17. Those thieves had planned to burglarize our neighbor's house.

18. Planting trees is one way to beautify highways.

19. Makeup may glamorize a plain face.

20. The king asked his subjects to glorify his name. (10 points)

4. Study the underlined word in each sentence and the three definitions that follow. Choose the correct definition of the word as it is used in the sentence and write the letter of that definition in the blank after the sentence.

1. The bump on his head was a reminder of his adventures. b

a. to strike b. a swelling c. a jolt

2. The magic ointment bridges the world of fantasy and the real world. c

a. structures over obstacles b. bony parts of noses
c. joins

3. He felt he would never tire of the exciting sights. a

a. to become weary b. to seize or fell c. a rubber covering on a wheel.

18b Evaluation
Language Arts

Teacher's copy

4. She would edge forward as the race reached the finish. a

a. move little by little b. the cutting side of a blade
c. border

5. The man's carriage was tall, as if he were proud of himself. a

a. the manner of carrying one's body b. a wheeled vehicle
c. a supporting part of a machine

6. The wings measured a yard and a half. b

a. enclosure b. unit of length c. to confine

7. Her face seemed to beam with confidence. a

a. to look with joy b. to aim c. a ray

8. He wanted to shoulder the new responsibility. c

a. where the arm and the trunk of the body meet. b. the edge of the road c. to assume a burden

9. His wings spread gracefully, and he was in flight. c

a. to cover lightly b. separated c. to stretch outward

10. There was a train of excuses about his absences. a

a. a continuous line b. a connected line of cars
c. to teach (10 points)

5. Look at the following sentences. Underline the words that are question markers and put a check mark in the blank before the questions.

___1. The strange boarder became Harry's friend.

✓ 2. Who flew over San Francisco on a foggy night?

✓ 3. What happened to Susan Bearskin?

___4. She challenged Earl to a race.

✓ 5. What did Earl ask Susan's father to make?

✓ 6. Where did Davie travel to meet his parents?

___7. They were not there yet.

✓ 8. When was the first skyscraper built?

___9. Davie played stickball well.

___10. Linear cities may be a reality soon.

11.
✓ 11. Why would domes by used over cities?

Level 8b Evaluation
Language Arts

Teacher's copy

___12. Where did Harry get the Volo Oil?

✓13. Who was Miss Turner?

✓14. What happened to Mustang at the end?

✓15. When did Mr. Clark blow the whistle? (15 points)

6. Look at the following sentences. Underline the verb in each. In the space provided, turn each statement into a negative one by using a form of do and not and making any needed changes in the verb.

   1. Harry's wings spread out behind him.
      Harry's wings did not spread out behind him.

   2. Susan wears moccasins to school.
      Susan does not wear moccasins to school.

   3. Earl bumped Susan during the race.
      Earl did not bump Susan during the race.

   4. Harry awoke with a start.
      Harry did not awake with a start.

   5. Big Josh helped Davie with Mustang.
      Big Josh did not help Davie with Mustang.

   6. Emil makes the best hot dogs in the world.
      Emil does not make the best hot dogs in the world.

   7. Uncle Joe traveled to many places.
      Uncle Joe did not travel to many places.

   8. Louis Sullivan designed the first skyscraper
      Louis Sullivan did not design the first skyscraper.

   9. Fog often covers the Berkeley Hills.
      Fog does not often cover the Berkeley Hills.

   10. Joseph B. Strauss designed the Golden Gate Bridge.
       Joseph B. Strauss did not design the Golden Gate Bridge.

(10 points)

7. Turn each sentence into a question by moving the verb marker or the form of be to the beginning and write the question in the space provided.

   1. Mustang was good to Davie.
      Was Mustang good to Davie?

   2. Davie had traveled to New York from the West Coast.
      Had Davie traveled to New York from the West Coast?

   3. San Francisco is a hill city.'
      Is San Francisco a hill city?

4. The other children were crowding around Susan and Earl.
   Were the other children crowding around Susan and Earl?

5. Davie did stay with his uncle for a while.
   Did Davie stay with his uncle for a while? (5 points)

B. Comprehension and Literary Skills

1. Read the following paragraphs from this unit. In the space provided after each, describe in a few words the mood of the passage. Then underline the words that helped create this mood. Choose from the words below. The first one has been done for you.
suspense, quiet, lightness, fear, acceptance, sense of smallness, excitement, mystery, sense of loss

   1. He got out his flashlight, the extra big one that Mr. Brighton had given him for his birthday, and cautiously opened the door of his room. Marco's Boardinghouse slumbered in an after-midnight kind of quietness.
      Mood: suspense, mystery

   2. Up and up he went, in a wide circle, his heart pounding with a crazy excitement that was more than half fright. The wind was wet against his face, and his ears were full of the breathy whirr of feathers.
      Mood: excitement, fear, suspense

   3. He reached back suddenly and touched the spot where the wings had been. As he ran his fingers across his back, he had a strange sensation that in some unexplainable way the wings were still there. It was as if he would always be able to feel them there, now that he knew about them--deep inside his back--tiny wings or maybe only wing buds.
      Mood: Sense of loss, acceptance

   4. She was in Chicago! Tiny particles of dust swished before her eyes. She wondered if she was going to be sick. Today she must go to the brick school that stretched from one street to another. There would be more children than needles on a pine tree, and she would not know one of them.
      Mood: Fear, Sense of smallness

   5. The next morning when Susan walked outside, her feet felt as though they were covered with feathers. Instead of the clomp of her heavy school shoes on the hard cement, her moccasins made no sound at all. They were as good for the city streets as for the paths of the forest.
      Mood: Quiet, lightness
      (Answers may vary.) (5 points)

18b Evaluation
Language Arts   Teacher's copy

2. Below are the names of characters in Unit 6. Under them are listed the problems faced by these characters. Match the characters and their problems by writing the letter of each problem in the blank before the character's name.

_d_ 1. Davie Shaw

_e_ 2. Susan Bearskin

_a_ 3. Frank Lloyd Wright

_b_ 4. Josh Pringle

_f_ 5. Harry Houdini Marco

a. How to properly house modern works of art for display.
b. How to earn a living when the last carriage house and stable in New York was torn down
c. How to provide an education for a rapidly changing student body
d. How to explain to his parents why he traveled alone across the continent
e. How to adjust to a new environment and prove one's worth as an individual
f. How to live up to the great expectations of him as reflected in his given name (5 points)

C. Study Skills

Read this story about hornets and wasps. Complete the outline that follows the story.

Hornets and Wasps

European hornets have become established in the United States. If you can get a good look, you will see they are really brown and yellow. The European hornet sometimes makes its nest from a branch of a tree or under the eaves of a building where it is protected from tain and wind.

One of the most common wasps, found all around the world, is the paper wasp. These wasps are almost tame. They usually build a comblike nest under the eaves of a building. These wasps are over an inch long and are usually brown or brown and black. They are very helpful and should not be destroyed. We should be glad to have them around!

18b Evaluation
Language Arts
Lan

Teacher's copy

Hornets and Wasps

I. European hornets

- A. Common in U.S.
- B. Brown and yellow color.
- C. Builds nest from a branch or under eaves

II. Paper wasp

- A. Tame
- B. Comblike nest under eaves of building
- C. An inch long
- D. Usually brown or brown and black
- E. Very helpful or do not destroy them (10 points)
  (Answers may vary)

D. Composition

1. Underline the word or words in the following sentences that would appear in italics in printed material.

   1. Did you see The Wizard of Oz? (1/2 point)

   2. The Friendship 7 splashed down in the Pacific Ocean.(1/2 point)

   3. Whenever I sneeze, my friend says, "Geshundheit." (1/2 point)

2. Rewrite each sentence using correct punctuation.

   4. Sarah went to bed at 930 PM
      Sarah went to bed at 9:30 P.M. (1 1/2 points)

   5. Mary word her new clothes a plaid shirt a white sweater and black patent-leather shoes
      Mary word her new clothes: a plaid skirt, a white sweater, and a black patent-leather shoes. (2 points)'

   6. I'm going to the movies said Clara.
      "I'm going to the movies," said Clara. (1 1/2 points)

   7. Oh said Cheryl What movie are you going to see tonight
      "Oh," said Cheryl, "What movie are you going to see tonight?"
      (3 1/2 points)
      Total 10 points
      20 corrections

3.

18b Evaluation
Language Arts Teacher's copy

3. Imagine that you have a chance to fly on a trip for twelve hours. Describe your destination and the route of your flight. Also include why you chose it. Use at least two or three paragraphs.

The correction for this composition should be based upon child's ability to express ideas in sentences and to orginize thoughts with adequate attention given to spelling and punctuation appropriate for the level.

Recommended rating:
C - Commendable
S - Satisfactory
N - Needs Improvement

Suggested Spelling List
Level 18

grizzly
tremendous
fang
antler
wit
supply
burrow
scalp
describe
mold
model
appear
dismount
hatchet
handsome
finish
chipmunk
vegetable
soup
syrup
spinach
salad
fork
complain
blanket
scamp
folks

purse
irony
amuse
reckoned
scurried
evaporate
tornado
hardpan
confound
pumpkins
yank
squash
collide
lingo
ocean
outrun
shucks
engineer
transfer
schedule
admit
presently
overcome
————

prophecy
incantation
vivid
parachute
vicinity
pajama
ballet
corridor
locate
tense
courage
announce
challenge
focus
gym
polite
unison
avenue
tenement
warehouse
eddied
stoop
oppose
astonish
salute

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Blair, Walter, Tell Tale America: A Legendary History of Our Humorous Heroes. New York: Coward-McCann, Inc. Developing the theme of hardship's role in "raising up heroes," the author tells with gusto the stories of Paul Bunyan, Davy Crockett, Captain Stormalong, Windwagon Smith, and other legendary and near-legendary characters who have helped to shape the nation and the national character.

Bontemps, Arna, Golden Slippers; An Anthology of Negro Poetry for Young Readers. New York: Harper & Row Publishers, Inc. This selection of Negro poetry for the young is especially appropriate for reading aloud.

Bowman, James Cloyd, Pecos Bill: The Greatest Cowboy of All Time. Chicago: Albert Whitman & Co. These humorous tales of Pecos Bill's marvelous doings range from his childhood with the coyotes to his career as a famous cowpuncher.

Chase, Richard, Grandfather Tales, American-English Tall Tales, Boston: Houghton Mifflin Co. Stories, rhymes, and songs gathered from Southern mountain people have been retold in the vernacular of the region.

Felton, Harold W., Mike Fink, Best of the Keelboatmen. New York: Dodd, Mead & Company. Children will enjoy the facts, anecdotes, history, legend, and folklore of the unique and justly famed hero who was half "hoss" and half alligator. He could outrun, outjump, and outfight any man who challenged him.

Fleischmen, Sid, By the Great Horn Spoon! Boston: Little, Brown & Co. Jack Flagg, an orphan, runs away from home accompanied by the butler, Praiseworthy, and takes part in the Gold Rush of 1849. The pompous butler involves them in many hilarious adventures.

Hazeltine, Alice Isabel, ed., Hero Tales from Many Lands. Nashville, Tennessee: Abingdon Press. The author has collected tales about familiar and unfamiliar, real and legendary heroes of many peoples from England to Japan.

Huber, Miriam Blanton, Story and Verse for Children. New York: The Macmillan Company. An anthology of literature for children to be used primarily by teachers and parents with children.

Hunt, Mabel Leigh, Better Known as Johnny Appleseed. Philadelphia: J.B. Lippincott Company. The many legends centering around John Chapman - pioneer, missionary, and apple lover - are incorporated in this story of the eccentric character who wandered through the Middle West making friends with the Indians, preaching, and sowing apple seeds.

Keats, Ezra Jack, John Henry: An American Legend. New York: Pantheon Books, Inc. This is the story of John Henry, who was born and died with a hammer in his hand.

Le Sueur, Meridel, Little Brother of the Wilderness. New York: Alfred A. Knopf, Inc. John Chapman spent his life traveling through the United States sowing apple seeds in order that all people might be able to enjoy the fruit.

McCormick, Dell J., Paul Bunyan Swings His Axe. Caldwell, Idaho: Caxton Printers, Ltd. Paul, the mighty logger, and his blue ox, Babe, loom larger than life in this hilarious tale of their exploits.

_____, Tall Timber Tales: More Paul Bunyan Stories. Caldwell, Idaho: Caxton Printer, Ltd. More stories of Paul Bunyan, Babe, his blue ox, and some of his good friends such as Johnny Inkslinger and Sourdough Sam.

McMeekin, Isabel McLennan, Journey Cake. New York: Julian Messner, Inc. Juba, a free colored woman, takes six motherless children over the Wilderness Road to rejoin their father in Kentucky. Johnny Appleseed appears in the story.

Roberts, Elizabeth Madox, Under the Tree. New York: Viking Press, Inc. The simplicity and directness of these poems about a child's everyday world reveal this poet's genius for seeing through a child's eyes and her ability to communicate with children.

Sandburg, Carl, Early Moon. New York: Harcourt Brace Jovanovich, Inc. A collection of free verse which pictures familiar people and things in a way that is different...the fog "on cat feet."

Shapiro, Irwin, Heroes in American Folklore. New York: Julian Messner, Inc. Tall tales about Casey Jones, Old Stormalong, John Henry, Steamboat Bill, and Joe Magarac.

Stoutenberg, Adrien, The Crocodile's Mouth: Folk-song Stories. New York: Viking Press, Inc. The ballads of "Silas the Shipwrecked Sailor," "Old Hiram's Goat," and "Paul and the Robber" are among the American folk songs presented here.

Untermeyer, Louis, Modern American Poetry. New York: Harcourt Brace Jovanovich, Inc. This collection reflects the range, direction, and diversity of modern American poetry. For the teacher's use with student.

Withers, Carl, A Rocket in My Pocket: Rhymes and Chants of Young Americans. New York: Holt, Rinehart and Winston, Inc. These rhymes, chants, singing games, and tougue twisters have been collected from children in different regions of the United States.

Wood, Ray, Fun in American Folk Rhymes. Philadelphia: J.B. Lippincott Company. Here are nonsense jingles, riddles in verse, counting-out rhymes, and rhymes of all kinds. Some have developed from folklore brought to America from other lands some have grown from the lives and occupations of people in America.

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American Heritage, The American Indian. New York: Random House. This historical survey of the American Indian from prehistoric times to the present deals with art, invention, government, religion, and other aspects of tribal life.

Bleeker, Sonia, The Chippewa Indians; Rice Gatherers of the Great Lakes. New York: William Morrow & Company, Inc. Subjects discussed include customs, beliefs, seasonal travel to harvest wild rice and make maple syrup, building canoes, training of medicine men, and warfare. The final chapter is about modern Chippewas.

Carpenter, Allan, Enchantment of New York: Chicago: Children's Press, Inc. Historic and geographical information about New York is presented in three parts: the state as a whole, the eastern counties of Long Island, and the five boroughs of New York City.

Chu, Daniel, Passage to the Golden Gate: A History of the Chinese in America to 1910. New York: Doubleday & Company, Inc. This is an account of the courage, hard work, and endurance of the Chinese who helped to build the Central Pacific Railroad, of the Chinese Exclusion Act, and of Chinese tongs. The unwillingness of many Chinese immigrants to Americanize and give up their old-world culture and values is contrasted with efforts of their children to win acceptance in the American community.

Epstein, Sam. The First Book of Washington, D. C., the Nation's Capital. New York: Franklin Watts, Inc. The growth of our federal capital is summarized from its beginnings in 1800 to emergence as a magnificent modern city. Monuments, buildings, and other places of interest are described.

Fife, Dale, The Boy Who Lived in the Railroad Depot. New York: Coward-McCann, Inc. Eleven-year-old Barney finds it difficult to get along with the Western boys when his family moves from New York City. His only friend is Jin Owl, an Indian boy.

_____, Who's in Charge of Lincoln? New York: Coward-McCann, Inc. Through a misunderstanding, eight-year-old Lincoln is left alone in his New York City apartment. For the next two days the little boy's adventures include having stolen money thrust upon him and taking a trip alone to the Lincoln Monument in Washington.

Forsee, Aylesa, Men of Modern Architecture. Philadelphia: Macrae Smith Co. Sketches are presented of American-born architects or those whose adopted country it is-through whose lives the reader can trace the evaluation of modern architecture. Included are Louis Sullivan, Frank Lloyd Wright, Eero Saarinen, and Ludwig Mies Van der Rohe.

Fritz, Jean, San Francisco. Chicago: Rand McNally & Company. The author describes the city's beautiful natural setting; people and places important in its history; its waterfront and hills; Chinatown; and the modern buildings.

Gregor, Arthur S., How the World's First Cities Began. New York: E.P. Dutton & Company, Inc. A gradual transition from wandering bands of hunters to small farming villages to the concentration of people in cities is traced in simple text and informative pictures.

Jacobs, Herbert, Frank Lloyd Wright, America's Greatest Architect. New York: Harcourt, Brace, Jovanovich, Inc. This is an inspiring biography of Wright, the architect, with photographs illustrating some of his most outstanding buildings.

Jacobs, Leland B., Is Somewhere Always Far Away? New York: Holt, Rinehart and Winston, Inc. These simple poems answer this question with evocations of the country, the city, make-believe, and home.

Jones, Weyman, The Talking Leaf. New York: Dial Press, Inc. Atsee grows up as a mountain Cherokee during the time of President Monroe. How he turns toward the ways of the white man and cherishes the "talking leaf" given him by his teacher, but still maintains the tie to his people, makes an unusual Indian story.

Judson, Clara Ingram, The Green Ginger Jar: A Chinatown Mystery. Boston: Houghton Mifflin Co. This mystery set in Chicago's Chinatown involves impulsive Aimee and studious Foo Chen and their family.

Lenski, Lois, Bayou Suzette. Philadelphia: J.B. Lippincott Company. The friendship between Suzette and Marteel, the little Indian girl whom she takes home to become a member of her family, is woven into a lively tale set in the Louisiana bayou country.

____, The Life I Live: Collected Poems. New York: Henry Z. Walck, Inc. This is a treasure house for reading aloud. The author's legacy to children is gathered into sections such as "My Little World" and "All Through the Year."

Moore, Lamont, The First Book of Architecture. New York: Franklin Watts, Inc. Developing aspects of architecture used for worship, living, governing, and pleasure, this book treats such monuments as Stonehenge, the Guggenheim Museum, medieval cathedrals, and the Paris Opera.

Neville, Emily, It's Like This, Cat. New York: Harper & Row, Publishers, Inc. Dave's account of his fourteenth year gives a good picture of his parents, his New York City friends and neighbors, and his pet cat. Winner of Newbery Medal.

Peet, Creighton, The First Book of Skyscrapers. New York: Franklin Watts, Inc. The history of skyscrapers past and present and what make them possible. Entertaining information on the specialist workers such as the sure-footed Mohawk Indians on the high steelwork.

Richter, Conrad, The Light in the Forest. New York: Alfred A. Knopf, Inc. True Sam, a white boy, had lived the life of an Indian ever since he was captured at the age of four. When he is forced to return to his parents, he is torn between the free Indian life and the restrictions of the settlers. Companion volume is A Country of Strangers with Mary Stanton as the key figure.

Robbin, Irving, The How and Why Wonder Book of Caves to Skyscrapers. New York: Grosset & Dunlop, Inc. The story of how environment affected design is traced from caves and igloos, thatched huts, and adobes, up through modern dwellings. Emphasis is on the ultramodern in architecture.

Schwartz, Alvin, America's Exciting Cities. New York: Thomas Y. Crowell Company. This survey presents information on twenty-four big cities from Miami, Quebec, and Washington, D.C., to Seattle. The author provides compact information on historical, scientific, artistic, and literary sights as well as on things to do.

______, The City and Its People: The Story of One City's Government. New York: E.P. Dutton & Company, Inc. Photographs and text describe the activities of the mayor, the business administrator, and City Council; the business areas and residential neighborhoods of Trenton, N.J., are described, the program for urban renewal, as are the war on poverty, and the work of the local service agencies.

Thompson, Hildegard, Getting to Know American Indians Today. New York: Coward-McCann, Inc. The author describes life of a modern Indian family on a Navajo reservation. She includes brief information about customs and ways of life of modern Hopis and Pueblos.

Other Suggested Readings Level 14

Read, Herbert, This Way Delight, Selected to delight children; followed by fine e essay, "What is Poetry?"

Untermeyer, Louis, ed., Rainbow in The Sky. Leans heavily on old and familiar poems.

Austin, Mary, The Children Sing in The Far West.

Courlander, Harold, The King's Drum and Other Stories. Stories from Africa identified by tribe; excellent notes.

Lang, Andrew, ed., Arabian Night. Large print and good black-and-white illustrations.

Other Suggested Readings Level 18

Steel, Flora Annie, English Rairy Tales. All the favorites.

MacMillan, Cryus, Glooskap's Country, and Other Indian Tales. One of the finest collections of Indian tales available.

D'Aulaire and Parin, Book of Greek Myths.

Bond, Michael, A Bear Named Paddington. A Peruvian bear - with hat and suitcase - upsets a British household.

Butterworth, Oliver, The Enormous Egg. The village of Freedom, New Hampshire is thrown into a twitter when a hen lays a dinosaur egg.

Graham, Kenneth, The Wind in The Willows.

Lewis, C.S., The Lion, The Witch and the Wardrobe, Horse and His Boy, Prince Caspian, The Magician's Nephew, The Silver Chair, The Voyage of the Dawn Treader, The Last Battle. A mythical world - Narnia - in which confrontations between good - the Lion Aslan - and evil - The Witch - are constant. Excellent.

Selden, George, The Cricket in Times Square. Chester, a Connecticut cricket,is the hero of this story centered in a Times Square subway station.

Bell, Thelma H., Yaller Eye. Story of a mountaineer life and a boy's love for his pet cat.

Krumgold, Joseph, ...And Now, Miguel. 12 year-old Miguel struggles to prove to his father that his is as good a sheep herder as his 18 year-old brother.

Berry, Erick, Hay-Foot, Straw-Foot. A drummer boy in the French and Indian War who inspired "Yankee Doodle Dandy."

Level 19

LANGUAGE ARTS
Level Report
Avon, Conn.

Elem. School

Date ________________________

Dear Parent,

________________________ has completed the Language Arts skills taught at Level 18. The following is an overview of your child's next level.

Overview of Level 19

I. Decoding Skills

- A. Vowel and consonant sound patterns
- B. Base words, roots, and affixes
- C. Suffixes Ex. -ion, -ment, -ence, - ful, -en
- D Prefixes - Negative, direction, greek, and their meanings
- E. Stress - primary and secondary
- F. Proofreading

II. Comprehension and Literary Understnading

- A. Main ideas and supporting details
- B. Sequence of events
- C. Humorous language
- D. Facts and explanations
- E. Point of view
- F. First and third person narration
- G. Appreciation of human values and aesthetics

III. Language

- A. Vocabulary - developing word meanings, idiomatic expressions, synonyms, vocabulary with regional dialects
- B. Word usage
  - 1. Verbs - verb markers, past forms, and sentence position
  - 2. Nouns - markers, plural forms, subjects
  - 3. Adjectives - sentence position, comparison forms
  - 4. Adverbs - sentence position, comparison forms
- C. Sentences - patterns
- D. Handwriting - cursive forms
- E. Punctuation
- F. Capitalization

IV. Study Skills

- A. Dictionary
- B. Encyclopedia
- C. Atlas
- D. Thesaurus

V. Creativity

- A. Extending experiences before, during and after each story read.
- B. Writing descriptive paragraphs, essays, and researching and writing reports

Level 19 Language Arts

* Review skills from Previous Levels

I. DECODING SKILLS

A. Phonology (Study of the sound structure of our language)

1. Vowel and consonant sound patterns in syllables
   CV - long vowel
   CVC - short vowel

2. One sound represents different spellings
   er - er, ear
   a - are, air

3. Letter sequence related to sound and meaning.
   team - meat, mate, tame
   tables - stable, ablest

4. Letter substitution
   thank, tank
   chew, shoe

5. Stress - identify primary and secondary stress; stress patterns in compound words

6. Juncture (pause) and stress as meaning signals

7. Pronunciation of glossary words in terms of Pronunciation Key symbols.

B. Morphology (study of word structure and word information)

1. Base words, roots, and affixes
2. Compounding to make new words
3. Suffixes change verbs to nouns
   collect - collection
   govern - government
   differ - difference
4. Prefixes - negative prefixes, prefixes of direction, Greek prefixes, meanings of prefixes
5. Inflectional morphemes
   1. plural
   2. possessive
   3. pres., past
   4. participal
6. Derivational Morphemes
   a. For example: -ful - to make an adjective form
      -en - to make verb form;to make adjective form

II. COMPREHENSION

A. Literal and Inferential

1. Identify and
2. Distinguish between facts and conclusions
3. Construct hypothesis
4. Make inferences about character's attitudes and feelings
5. Movement, gesture, and facial expression

6. Sequence of events
7. Identify underlying concepts
8. Facts and explanations

B. Critical Thinking

1. Identify chapters, character development, and plot structure in a novel
2. Identify sonnet
3. Characteristics of haiku
4. Identify humorous language, situation, and characters in humorous fantasy.
5. Recognizing characters and situations familiar to pupils in realistic fiction.

III. LANGUAGE

A. Syntax (Study of grammatical structure)

1. Verbs
    a. Verb markers, past forms, and sentence position
    b. Identify predicates

2. Nouns
    a. Markers, plural forms, and noun-forming suffixes.
    b. Identify subjects

3. Adjectives
    a. Sentence position, ability to show comparison, and function

4. Adverbs
    a. Sentence position, and function as indicators of time, place, and manner.

5. Sentences
    a. Meaning signals to readers
    (space, capitalization, punctuation marks and type.)
    b. Commas and dashes - written meaning signals
    c. Sentence patterns
        1. Noun-Verb
        2. Noun-Verb-Noun
        3. Noun-Linking Verb-Noun
        4. Noun-Linking Verb - Adjective
        5. Noun-Linking Verb -Adverb
    d. Expanding simple subjects and predicates by adding words and word groups.

B. Semantics (The exploration of meaning assigned to words and groups of words)

1. Identify vocabulary diffenences in regional dialects
2. Idiomatic expressions
3. Specific and general vocabulary
4. Connotations of synonyms
   strange - peculiar
5. Jargon - terminology of a particular group
6. Substituting specific words for general ones

7. Meaning of words fit context
   Jon jumped six feet high.
   He got to his feet and fled.

C. Handwriting

1. Diagnose and review all cursive forms
2. Review joining of cursive letters
3. Extend cursive writing into all subject areas
4. Proofread written word for correct handwriting forms.

D. Mechanics

1. Punctuation
   - a. Apostrophe
     1. Contractions
     2. In singular and plural possessives
   - b. Colon
     1. In writing time
     2. After introductory word of list or long series
     3. At the end of the greeting of a business letter
     4. To show the chapter and verse of a quotation from the Bible
     5. Sometimes used to introduce a quotation (usually when dialogue for a play)
   - c. Comma
     1. Between words or phrases in a series
     2. In dialogue between speaker and what is said
     3. After introductory expressions(Yes, No)
     4. Before and after an interrupter, to set off the name of a person who is addressed directly by name.
     5. After greeting of a friendly letter and after the closing of all letters
     6. To separate two closely related sentences that are combined by a connecting word.
   - d. Dash
     1. Between pages
     2. Between hours in reference to time
   - e. Exclamation mark
     1. To show great feeling
   - f. Hyphen
     Review division of words
   - g. Italics
     1. Referring to the names of books, plays, and movies
     2. Referring to special ships, trains, or airplanes
     3. Referring to words from another language
     4. Giving particular attention to letters, words, or phrases
   - h. Periods
     Review uses of period
   - i. Question marks
     Review uses of question marks
   - j. Quotation marks
     Review uses of quotation marks
   - k. Underlining
     1. Titles of books

2. Capitalization
   Review uses of capital letters

3. Letters and addresses
   Review parts of friendly and business letters

IV. STUDY SKILLS

A. Function of Glossary or Dictionary(spell, pronounce, define words)

B. Encyclopedia
   1. Locate information
   2. Subtopics
   3. Cross-references

C. Atlas

D. Introduce theaaurus

V. LITERARY UNDERSTANDING

A. Rhetoric and Literary Skills
   1. Alliteration
   2. Character
   3. Climax
   4. Contrast
   5. Plot
   6. Narration(first and third person)
   7. Point of View
   8. Simile and Metaphor
   9. Subjective and Objective Writing
   10. Humor

   11. Limerick
   12. Theme
   13. Haiku
   14. Poetry
   15. Prose

B. Human Values and Aesthetics

   1. To develop awareness of the importance of obtaining all the facts before judging or criticizing someone.
   2. To foster awareness of variation in value systems.
   3. To develop an appreciation of science fiction.
   4. To develop an interest in the scientific method.'
   5. To develop awareness and enjoyment of puns.
   6. To develop an interest in how English grows and changes.
   7. To relate pupil's own experience to the experience of story characters.
   8. To stimulate an interest in the historical relationships among languages.
   9. To challenge pupils to think about various possible ways to communicate.

VI. CREATIVITY

A. Developing Creative Potential

   1. Listening to recordings of poems and stories
   2. Creating appropriate signs and symbols for nonverbal communication.
   3. Completing open-ended stories
   4. Role-playing situations related to stories

Level 19 Language Arts

5. Dramatizing stories presented.
6. Taking field trips to areas of interest.
7. Preparing science exhibits on topics related to selections.
8. Drawing and painting pictures for display.

B. Composition

1. Descriptive paragraphs
2. Essays
3. Original poems and stories
4. Summarizing a novel
5. Haiku
6. Researching and writing reports on topics related to selection.

VII. MATERIALS

A. Required - Holt, Rinehart and Winston, Inc.
    1. Riders On Earth - Unit 1 and 2
        a. Text (pupil and teacher's handbook)
        b. Workbook
        c. Satellite Books
            1. Unit 1 - Deep like the River: The Life of Langston Hughes
               "Dolphin Island"

               Unit 2 - Multiple - Choice Stories
               Pen, Paper and Poem
        d. AV Material
            1. Recordings - Unit 1 "The Dream Keeper"
               "The Forgotten Door (Chapter 1)
               Unit 2 "Pretty Words"
               "The Sappy Heasons"

            2. Sound Filmstrips
               Unit 1 Reaching for the Moon
               Print and Speech
               Unit 2 Language Without Words
               Secrets of a Word Family

B. Alternate Reading Program - approval of Reading Department:
    1. McGraw Hill - Programmed Reading (Sullivan)
    2. Merrill, Charles - Merrill Readers
    3. Scott Foresman
    4. Ginn 360

C. Supplementary Materials
    1. Language
        a. Holt, Rinehart and Winston, Inc. The Arts and Skills of English Books 5 and 6 (sample copies of workbook)
        b. Laidlaw - Discovery in English - Book 5
           Progress In English - Book 6
        c. Scott, Foresman - Language and How To Use It (Activities Books 5 and 6 sample copies and records Duplicating Masters)
        d. Harcourt, Brace and World - The Roberts Series - Books 5 and 6 (workbooks as samples)
        e. Random House - The Writing Bug Kit (filmstrips, tapes, activity cards)

    f. Ginn - Creativity Idea Books: Can You Imagine? For Those Who Wonder
    g. Harcourt, Brace and World - First Splendor - Book 6
    h. Laidlaw - Courage and Adventures - Book 6
    i. Random House - Mountain Peaks - Book 6
    j. Lippincott - Reading for Meaning Book 5 and 6
    k. Paperbacks
        1. Scholastic Individualized Reading Kits
        2. Limited copies of assorted paperbacks
    l. Barnell Loft, Ltd. - Capitalization and Punctuation Individualized kit Sets C and D

2. Spelling
    a. 220 Basic Dolch List
    b. Scott, Foresman - Spelling Our Language-Book 5 and 6
    c. Webster, McGraw Hill - Basic Goals in Spelling - Book 5 and 6
    d. Noble and Noble - Spell/Write Book 5 and 6
    e. Economy Company - Continuous Progress Spelling Kit

3. Handwriting
    a. Scott, Foresman - Writing Our Language - Book 6

4. Enrichment Materials
    a. Lyons and Carnahan - The New Phonics We Use D-E-F-G
    b. Barnell Loft, Ltd. Specific Skills Series D-E-F (Main Idea, Sequence, Context, Sounds, Following Directions, Locating the Answers, Getting the Facts, Drawing Conclusions)
    c. Teacher made materials (See Activities Section of Guide)
    d. Library filmstrips and tapes
    e. S.R.A. Reading Labs 11C and 11A
    f. EDL Controlled Reader and Language Master
    g. Continental, Hayes, Jen Duplicating Masters
    h. Educators Publishing - Wordly Wise - Book 1 and 2
    i. Dictionary and Encyclopedia
    j. Dr. Herr Crossword Puzzles - Book 2

VIII. EVALUATION

A. Required:
    1. Holt, Rinehart and Winston - Evaluation Masters for individual stories
    2. Holt, Rinehart and Winston - End of Unit Tests (19a, 19b)
    3. Teacher made Tests

B. Optional:
    1. Informal Reading Inventory
    2. Gates - MacGinite Test -Standardized
    3. Metropolitan Achievement Test
    4. Botel Inventory of Phonetic Skills

19a - Evaluation Language Arts

Total 100 pts.

Name ______________________________ Date ______________________________

A. Reading and Language

1. Read the following words. Underline the syllable that receives primary stress in each word.

1. decided
2. expect
3. friendliness
4. bloodhound
5. themselves
6. nowhere
7. compressed
8. milkman
9. remember
10. headlight

(5 points)

2. Say the following words. In the blank following each word, write Sh for short or L for long for the vowel sound in the accented syllable.

1. bellow ____________
2. blackness ____________
3. chicken ____________
4. peeking ____________
5. faded ____________
6. music ____________
7. happily ____________
8. public ____________
9. fireplace ____________
10. possible ____________

(5 points)

3. Underline each prefix and suffix. In the blank before each word, mark R if the remainder of the word(without suffixes and prefixes) is a root word and mark B if it is a base word.

1. ____ produce
2. ____ sadly
3. ____ quieting
4. ____ thankful
5. ____ induction
6. ____ renounce
7. ____ nonsense
8. ____ antiwar
9. ____ reduce
10. ____ statement

(10 points)

4. Read each sentence and the words below it. Decide which word completes the sentence best and write that word in the blank.

1. No one likes to be called ______________________________.
social antisocial

2. He ____________________ quickly to put out the fire.
acted counteracted

3. The ________________________ food had to be thrown away.
edible inedible

19a - Evaluation Language Arts

Name____________________________________Date____________________________________

4. ______________________tires are useful in winter.
Skid Nonskid

5. The men became ______________________, waiting for the elevator.
patient impatient (5 points)

5. Each sentence below has an idiom from the story. Underline the idiom and rewrite the sentence to show the intended meaning. Accept [illegible]

1. The situation was out of hand.

____

2. Hold your horses.

____

3. He was fit to be tied.

____

4. It serves him right.

____

5. Dad says that he means business.

____(5 points)

6. Underline the nouns in the paragraph below, using noun markers, plural endings, noun-forming suffixes, and position as clues.

There was a new surprise. Mary Bean served scrambled eggs, along with home canned vegetables, generous slices of baked ham, and some fried chicken left over from the day before. Little Jon ate ravenously, but he refused to touch the ham and chicken. Mary Bean sat down. Little Jon was aware of her growing bewilderment as she stared at him. His own confusion matched hers. But he fought it down while his mind sorted the new words he was learning. (10 pts.)

7. Underline the verbs in the paragraph below, using past forms and position as clues.

[illegible] verbs [illegible]

It happened so quickly, so unexpectedly. Little Jon gave one short cry, and the blackness closed over him. No one knew about the hole. It was not there the day before. At the moment it happened, the first shooting stars crossed the sky. They streamed across like strings of jewels from another planet-and everyone watched them. (10 points)

19a - Evaluation Language Arts

Name____________________________________Date______________________________________

8. Underline the adverb or adverbial phrase in each sentence. Then in the blank, write whether the adverb or adverbial phrase tells When, Where, or How.

1. Mary made a dress today. ____________

2. The women met at the store. ____________

3. The fog disappeared quickly. ____________

4. They found the old chair in the attic. ____________

5. The celebration will be in a week. ____________

6. They sang the song merrily. ____________

7. The children played hopscotch in the school yard. ____________

(7 points)

B. Comprehension and Literary Skills

1. In the blank before each of the following sentences, write S if the sentence contains a simile and M if the sentence contains a metaphor. Underline the two things being compared.

1. ____ Jon dashed away like a streak.

2. ____ The cave was the gate to another world.

3. ____ She had a fleshy face, with small, shrewd eyes as hard and round as creek pebbles.

4. ____ Some people want to make life such an ugly game.

5. ____ The rock was broken by a force as strong as a lightning bolt. (5 points)

2. Read the following groups of sentences. In the blank before each, write First if the sentences are written in the first person and Third if they are written in the third person.

1. ______After I leave, wait a few minutes. Then climb the gap and I'll meet you there.

2. ______He slowed, pretending to be undecided. He could make out Gilby and Angus and several others.

3. ______I don't remember what it's like where I come from. I know it isn't like this.

4. ______Little Jon thought of the cave. He was anxious to return to it.

5. ______Something was wrong. Sally looked frightened. (5 points)

19a - Evaluation Language Arts

Name______________________________ Date______________________________

3. Read each quoted statement below. In the blank write the name of the character from The Forgotten Door who said it.

1. "Stop! I know you--you're one o' them Cherokees from over the ridge! I'll teach you to come meddlin' on my land!"

____

2. "Thank Pete some idiot like Angus Macklin didn't find you, Jon. It was lucky we happened on you when we did."

____

3. "I only want to know where the boy was all day Saturday and Sunday. That also goes for your boy. I believe Brooks is his name."

____

4. "Miss Josie, if this boy--whatever his name is-is a welfare case, I have a right to know whatever there is to know about him.

____

5. "Much more is known about Jon than can ever be told here. He has every right to visit the Beans for as long as they wish. It is very unfortunate that he happened to be drawn into the public eye when so much depends upon-secrecy."

____

(5 points)

C. Study Skills

C. Study Skills

1. Read the five words listed below. Write each word from the list where it fits alphabetically between two other words.

1. Read the five words listed below. Write

emphatically lichens exclusive ferret concussion

1. exceptional ______________ familiarity
2. fangs ______________ filigree
3. concoction ______________ consciousness
4. effect ______________ enthralled
5. knapsack ______________ mercenary (5 points)

2. Study this sample dictionary entry. In the blank before each sentence, put the number of the correct definition of the word as it is used in the sentence.

cur rent (kėr´ ə nt) 1. flow of water or air. 2. flow of electricity through a wire. 3. the course or movement(of events or opinions). 4. of the present time.

1. ____He asked for a current newspaper.
2. ____The lights went out when the current was turned off.
3. ____He swam with the current.
4. ____The war changed the current of events. (8 points)

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Name______________________________ Date______________________________

3. The words below are written in Pronunciation Key symbols. In the blank, write each word as you would normally spell it. If necessary, check the dictionary.

1. plān′ tiv lē ______________________________
2. mėr′ sə ner ē ______________________________
3. ri pul′ siv ______________________________
4. fas′ ə nāt ______________________________
5. cher′ ə kē ______________________________

(5 points)

D. Composition

1. In the following paragraph, look for words or phrases that make you tend to dislike the character involved. Underline these words or phrases and write ones that create a better impression of the character.

1. He was an ugly man in overalls, with one shoulder higher than the other. The harsh features under the cap showed surprise and disbelief as he stared at Little Jon. Then the thin mouth twisted in fury. (10 pts.)

2. Select one of the following situations and pretend that it happened to you. In two or three paragraphs write what you would have done.

1 1. You find yourself in a city in a strange country. Both the food and the language are unfamiliar.

2. You find yourself on a distant planet. You don't know how you got there. The people are friendly.

C - Commendable
S - Satisfactory
N - Needs Improvement

19a - Evaluation
Language Arts

Total 100 points

Teacher's copy

A. Reading and Language

1. Read the following words. Underline the syllable that receives primary stress in each word.

1. decided
2. expect
3. friendliness
4. bloodhound
5. themselves
6. nowhere
7. compressed
8. milkman
9. remember
10. headlight

(5 points)

2. Say the following words. In the blank following each word, write Sh for short or L for long for the vowel sound in the accented syllable.

1. bellow Sh
2. blackness Sh
3. chicken Sh
4. peeking L
5. faded L
6. music L
7. happily Sh
8. public Sh
9. fireplace L
10. possible Sh

(5 points)

3. Underline each prefix and suffix. In the blank before each word, mark R if the remainder of the word (without suffixes and prefixes) is a root word and mark B if it is a base word.

1. R produce
2. B sadly
3. B quieting
4. B thankful
5. (R) induction
6. R renounce
7. B nonsense
8. B antiwar
9. R reduce
10. B statement

(10 points)

4. Read each sentence and the words below it. Decide which word complet completes the sentence best and write that word in the blank.

1. No one likes to be called antisocial.
social antisocial

2. He acted quickly to put out the fire.
acted counteracted

3. The inedible food had to be thrown away.
edible inedible

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Teacher's copy

4. Nonskid tires are useful in winter.
skid nonskid

5. The men became impatient, waiting for the elevator.
patient impatient
(5 points)

5. Each sentence below has an idiom from the story. Underline the idiom and rewrite the sentence to show the intended meaning. Accept valid responses.

1. The situation was out of hand.
The situation was out of control.

2. Hold your horses!
Be patient!

3. He was fit to be tied.
He was angry.

4. It serves him right.
It is what he deserves.

5. Dad says that he means business.
Dad says that he is serious. (5 points)

6. Underline the nouns in the paragraph below, using noun markers, plural endings, noun-forming suffixes, and position as clues.

There was a new surprise. Mary Bean served scrambled eggs, along with home-canned vegetables, generous slices of baked ham, and some fried chicken left over from the day before. Little Jon ate ravenously, but he refused to touch the ham and chicken. Mary Bean sat down. Little Jon was aware of her growing bewilderment as she stared at him. His own confusion matched hers. But he fought it down while his mind sorted the new words he was learning. (10 points)

7. Underline the verbs in the paragraph below, using past forms and position as clues.

It happened so quickly, so unexpectedly. Little Jon gave one short cry, and the blackness closed over him. No one knew about the hole. It was not there the day before. At the moment it happened,,the first shooting stars crossed the sky. They streamed across like strings of jewels from another planet-and everyone watched them. (10 points)

8. Underline the adverb or adverbial phrase in each sentence. Then in the blank, write whether the adverb or adverbial phrase tells When, Where, or How.

1. Mary made a dress today. When
2. The women met at the store. Where
3. The fog disappeared quickly. How
4. They found the old chair in the attic. Where
5. The celebration will be in a week. When
6. They sang the song merrily How
7. The children played hopscotch in the school yard. Where

(7 points)

B. Comprehension and Literary Skills

1. In the blank before each of the following sentences, write S if the sentence contains a simile and M if the sentence contains a metaphor. Underline the two things being compared.

1. S Jon dashed away like a streak.
2. M The cave was the gate to another world.
3. S She had a fleshy face, with small, shrewd eyes as hard and round as creek pebbles.
4. M Some people want to make life such an ugly game.
5. S The rock was broken by a force as strong as a lightning bolt. (5 points)

2. Read the following groups of sentences. In the blank before each, write First if the sentences are written in the first person and Third if they are written in the third person.

1. First After I leave, wait a few minutes. Then climb the gap and I'll meet you there.
2. Third He slowed, pretending to be undecided. He could make out Gilby and Angus and several others.
3. First I don't remember what it's like where I come from. I know it isn't like this.
4. Third Little Jon thought of the cave. He was anxious to return to it.
5. Third Something was wrong. Sally looked frightened. (5 points)

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Language Arts Teacher's copy

3. Read each quoted statement below. In the blank write the name of the character from The Forgotten Door who said it.

   1. "Stop! I know you—you're one o' them Cherokees from over the ridge! I'll teach you to come meddlin' on my land!" Gilby Pitts

   2. "Thank Pete some idiot like Angus Macklin didn't find you, Jon. It was lucky we happened on you when we did." Thomas Bean

   3. "I only want to know where the boy was all day Saturday and Sunday. That also goes for your boy. I believe Brooks is his name." Deputy Bush

   4. "Miss Josie, if this boy—whatever his name is-is a welfare case, I have a right to know whatever there is to know about him." Mrs. Groome

   5. "Much more is known about Jon than can ever be told here. He has every right to visit the Beans for as long as they wish. It is very unfortunate that he happened to be drawn into the public eye when so much depends upon-secrecy." Miss Josie (5 points)

C. Study Skills

1. Read the five words listed below. Write each word from the list where it fits alphabetically between two other words.

   emphatically lichens exclusive ferret concussion

   1. exceptional exclusive familiarity
   2. fangs ferret filigree
   3. concoction concussion consciousness
   4. effect emphatically enthralled
   5. knapsack lichens mercenary (5 points)

2. Study this sample dictionary entry. In the blank before each sentence, put the number of the correct definition of the word as it is used in the sentence.

   cur rent (kėr′ ənt) 1. flow of water or air. 2. flow of electricity through a wire. 3. the course or movement (of events of opinions). 4. of the present time.

   1. 4 He asked for a current newspaper.
   2. 2 The lights went out when the current was turned off.
   3. 1 He swam with the current.
   4. 3 The war changed the current of events. (8 points)

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Language Arts

Teacher's copy

3. The words below are written in Pronunciation Key symbols. In the blank, write each word as you would normally spell it. If necessary, check the dictionary.

1. plān′ tiv lē	plaintively	
2. mėr′ sə ner ē	mercenary	
3. ri pul′ siv	repulsive	
4. fas′ ə nāt	fascinate	
5. cher′ ə kē	Cherokee	(5 points)

D. Composition

1. In the following paragraph, look for words or phrases that make you tend to dislike the character involved. Underline these words or phrases and write ones that create a better impression of the character.

   1. He was an ugly man in overalls, with one shoulder higher than the other. The harsh features under the cap showed surprise and disbelief as he stared at Little Jon. Then the thin mouth twisted in fury.

      Accept any reasonable "better impressions" (10 points)

2. Select one of the following situations and pretend that it happened to you. In two or three paragraphs write what you would have done.

   1. You find yourself in a city in a strange country. Both the food and the language are unfamiliar.

   2. You find yourself on a distant planet. You don't know how you got there. The people are friendly.

   The correction for this section should be bases upon the child's ability to express ideas in sentences with adequate attention given to spelling and punctuation appropriate for the level.

   Recommended rating:

   Commendable - C
   Satisfactory - S
   Needs Improvement -N

19b - Evaluation Language Arts

Total 100 pts.

Name____________________________Date____________________________

A. Reading and Language

1. In the first blank following each word, write the vowel and consonant sound pattern for the word and divide this pattern into syllables for speaking. In the second blank, inidcate whether the accented syllable has a short or long sound by writing SH or L.

    1. consult ____________________ __________
    2. robot ____________________ __________
    3. matter ____________________ __________
    4. impose ____________________ __________
    5. create ____________________ __________
    6. crumb ____________________ __________
    7. planet ____________________ __________
    8. trees ____________________ __________

(8 points)

2. Read the following words and sentences. Find a word to complete each sentence and write the word in the blank.

quadrangle	unique
triad	dual
hexameter	septennial
octopus	quintet

1. A ____________________is a group of three musical tones.
2. The poem is written in ________________, six measures in a line.
3. Occurring every seven years, it is a __________________event.
4. Since this box is also a carrying case, it serves a ____________ purpose.
5. The apartments are built around a ____________________, a four-sided piece of land. (5 points)

3. Read each word in the first column. Find the definition of its prefix in the second column. Write the letter of the definition in the blank.

1. ___ November	a. hundred
2. ___ decimal	b. nine

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3. ____ centipede c. four

4. ____ millenium d. thousand

5. ____ multilateral e. ten

6. ____ tetrasyllabic f. two

7. ____ hemisphere g. many

8. ____ bilingual h. half (8 points)

4. A pair of words that are close in meaning appears above each of the following sentences. Choose the word that fits the sentence best and write the word in the blank.

1. extravagant generous

Because Mary bought two hats she didn't need, her mother called her

____________________________.

2. slender scrawny

Most people try to stay as ______________________ as possible.

3. plump fat

The little girl was pleasingly ______________________.

4. curious nosy

John was always ___________________ about new inventions in science.

5. weeping blubbering

The child was _____________________ quietly at her desk. (5 pts.)

5. Read the following words and sentences. Find a word to complete each sentence and write the word in the blank. Use each word only once.

imported circumscribed persisted
reduced transferred announced

1. He _______________________ his luggage to the rack.

2. The principal ___________________ the change over the loudspeaker.

3. The merchant reduced the __________________ of bikes.

4. The United States ______________________ many products last year.

5. Jane ___________________________ in neglecting her homework. (5 points)

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Name____________________________________Date____________________________________

6. Write N-V in the blank after each Noun-Verb sentence and N-V-N in the blank after each Noun-Verb-Noun sentence. Complete each Noun-Verb sentence by adding a noun to make it a Noun-Verb-Noun sentence.

   1. The men built a road. __________
   2. The boy counted. Ex: the bees __________
   3. The girl washed the dishes. __________
   4. Steve watched the Martians. __________
   5. Milo ate. __________
   6. The woman cooked. __________
   7. Ollie played. __________
   8. His father sailed. __________
   9. The teacher read the book. __________
   10. The team won a trophy. __________
   (Answers will vary) (10 points)

7. The verbs in the sentences below are linking verbs. They link nouns to nouns or nouns to adjectives. Write N-LV-N in the blank after each Noun-Linking-Verb-Noun sentence and N-LV-Adj. In the blank after each Noun-Linking-Verb-Adjective sentence.

   1. Steve was nervous. __________
   2. Mike seemed confident. __________
   3. The men were Martians. __________
   4. The clowns were men. __________
   5. Anti became frightened. __________
   (5 points)

8. Write N-LV-Adj. in the blank after each Noun-Linking-Verb-Adjective sentence and N-LV-Adv. in the blank after each Noun-Linking-Verb-Adverb sentence.

   1. The boys are happy. __________
   2. Mrs. MacLaren is helpful. __________
   3. The pupils are outside. __________
   4. The ring is pretty. __________
   5. The policeman was on a motorcycle. __________
   (5 points)

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Name____________________________________Date____________________________________

9. In the blank after each sentence, write a specific word that could be substituted for the underlined word or words to make the sentence clearer.

   1. We live in a large city. Ex. Chicago, Atlanta
   2. That animal can't be trusted. __________________________________
   3. What a lovely arrangement of flowers. ____________________________
   4. He plays the instrument well. ___________________________________
   5. More than anything, he needed a tool. _____________________________
   (Answers will vary.) (5 points)

B. Comprehension and Literary Skills

1. Read the main ideas and details below. In the blank after each main idea, write the letters of the details that support that idea.

   MAIN IDEAS

   1. Some international events, such as world exhibitions, have developed signs of their own. __________________
   2. Another attempt to make international communications possible today is called "Semantography," which is a system of picture writing._______________________
   3. Many organizations are working to develop new signs for the future._________________

   DETAILS

   a. New signs will have to be tested all over the world.
   b. A set of signs was designed for the Olympic games.
   c. The arrow in Semantography shows direction.
   d. Many future signs will use glyphs.
   e. Expo 67 provided twenty-four signs without words.
   f. The times sign is Semantography means much or many.
   g. C.K. Bliss, an Australian, developed Semantography. (8 points)

2. Read each of the following sentences. Write a check in the blank if the sentence gives an explanation for a fact in the sentence. Underline the explanatory words.

   1. They can't talk, but they can communicate because they project a thought by simply thinking it. ______________________
   2. Ray and Anti crawled out of their camp and went back toward the tourist office._______________________
   3. American English has become popular throughout the world because of American economic and political strength._____________________

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Name____________________________________Date____________________________________

4. Ray and Anti could not spend their time talking because they didn't speak the same language._______________________
5. Ollie came up to the plate like someone walking in a dream._______

(5 points)

3. Numbers 1-6 list selection titles from Unit 2. Types of writing are listed below. Match each title with the type of writing it represents by writing a letter in the blank before the title.

1. ____"The Men of Mars"
2. ____"Confusion in the Marketplace"
3. ____"Adventure in Naples"
4. ____"William Jones: Language Detective"
5. ____"Signs and Symbols Around the World"

a. Fiction
b. Essay
c. Biography
d. Science fiction
e. Fantasy

(5 points)

C. Study Skills

1. Study this sample page from an encyclopedia index. Then answer the questions below.

UNITED STATES
- Agriculture
  - department of 1-359
  - education for 1-342
  - history 1-357
- Areas and boundaries
  - Alaska 1-474
  - Mexico 18-833
- Climate
  - desert 9-2
  - Indian summer 15-50
  - rainfall 23-189
- Communication
  - advertising 1-196
  - pony express 22-353
  - television 26-299
- Drama: see Drama - American
- Exploration: see United States - history

1. In what volume would you look for information about studying agriculture.__________________
2. In what volume would you learn about the United States neighbor to the south? ________________

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3. What does Drama: see Drama - American mean?____________
____
4. Under United States, how many subtopics does this index contain?
____
5. How many subtopics are under Climate?__________
6. In what volume would you look to find the impact of television in the United States? ______________
7. In what volume and on what pages could you learn about Alaska?
____
8. If you want to compare rainfall in Delaware and Florida, where will you look?
____
9. Where can you find information about the settling and exploring of the United States?
____
10. If you were seeking information about an official in United States agriculture, where would you check?
____
(10 points)

2. Listed below are items about which you are seeking more information. In the space before each item, write A for atlas, D for dictionary, or E for encyclopedia to indicate which is the best source in which to find further information.

1. ___The plural form of bacteria
2. ___The four states that meet at one point
3. ____The largest body of water in the world
4. ____How the Olympic Games originated
5. ____The origin of the alphabet
6. ____The definition of barometer
7. ____How to draw an octagon
8. ____Russia's neighboring countries to the south
9. ____The number of syllables in auxiliary
10. ____Photographs of the planets (10 points)

D. Composition

1. In the following paragraph underline the words and group of words that express the author's interpretation or point of view.

1. All the bees that had been at the feeding place were doing a silly wagging dance. The lead bee flew in a straight line. Then she turned, perhaps to see who was looking, and flew.

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playfully in a semicircle, waiting to see who was following her. The bee anxiously repeated the same thing until she flopped down from exhaustion. (6 points)

2. Put yourself in the following situation and write two or three paragraphs describing your point of view.

Pretend you are a Martian from a strange planet here on Earth for the first time. Report and describe reactions on seeing a rock group performing before a large audience. Your report will be sent back to your home planet.

Recommended rating:

Commendable - C½
Satisfactory - S
Needs Improvement - N

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Total points 100

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Language Arts

Teacher's copy

A. Reading and Language

1. In the first blank following each word, write the vowel and consonant sound pattern for the word and divide this pattern into syllables for speaking. In the second blank, indicate whether the accented syllable has a short or long sound by writing SH or L.

   1. Consult CVC/CVCC Sh
   2. robot CV/CVC L
   3. matter CVC/VC Sh
   4. impose VC/CVCe L
   5. create CCV/VCe L
   6. crumb CCVC Sh
   7. planet CCVC/VC Sh
   8. trees CCVC L (8 points)

2. Read the following words and sentences. Find a word to complete each sentence and write the word in the blank.

   quadrangle
   triad
   hexameter
   octopus

   unique
   dual
   septennial
   quintet

   1. A triad is a group of three musical tones.
   2. The poem is written in Hexameter, six measures in a line.
   3. Occurring every seven years, it is a septennial event.
   4. Since this box is also a carrying case, it serves a dual purpose.
   5. The apartments are built around a quadrangle, a four-sided piece of land.

   (5 points)

   [illegible]

   [illegible]

3. Read each word in the first column. Find the definition of its prefix in the second column. Write the letter of the definition in the blank.

   1. b November a. hundred
   2. e decimal b. nine

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Teacher's copy

3. a centipede
4. d millenium
5. g multilateral
6. c tetrasyllabic
7. h hemisphere
8. f bilingual

c. four
d. thousand
e. ten
f. two
g. many
h. half (8 points)

4. A pair of words that are close in meaning appears above each of the following sentences. Choose the word that fits the sentence best and write the word in the blank.

1. extravagant generous

Because Mary bought two hats she didn't need, her mother called her extravagant.

2. slender scrawny

Most people try to stay as slender as possible.

3. plump fat

The little girl was pleasingly plump.

4. curious nosy

John was always curious about new inventions in science.

5. weeping blubbering

The child was weeping quietly at her desk. (5 points)

5. Read the following words and sentences. Find a word to complete each sentence and write the word in the blank. Use each word only once.

imported
reduced
circumagribed
transferred
persisted
announced

1. He transferred his luggage to the rack.
2. The principal announced the change over the loudspeaker.
3. The merchant reduced the price of bikes.
4. The United States imported many products last year.
5. Jane persisted in neglecting her homework. (5 points)

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Teacher's copy

6. Write N-V in the blank after each Noun-Verb sentence and N-V-N in the blank after each Noun-Verb-Noun sentence. Complete each Noun-Verb sentence by adding a noun to make it a Noun-Verb-Noun sentence.

1. The men built a road. N-V-N
2. The boy counted. Ex: the bees N-V
3. The girl washed the dishes. N-V-N
4. Steve watched the Martians. N-V-N
5. Milo ate. N-V
6. The woman cooked. N-V
7. Ollie played. N-V
8. His father sailed. N-V
9. The teacher read the book. N-V-N
10. The team won a trophy. N-V-N (10 points)
(Answers will vary)

7. The verbs in the sentences below are linking verbs. They link nouns to nouns or nouns to adjectives. Write N-LV-N in the blank after each Noun-Linking-Verb-Noun sentence and N-LV-Adj. in the blank after each Noun-Linking-Verb-Adjective sentence.

1. Steve was nervous. N-LV-Adj.
2. Mike seemed confident. N-LV-Adj.
3. The men were Martians. N-LV-N
4. The clowns were men. N-LV-N
5. Anti became frightened. N-LV Adj.
(5 points)

8. Write N-LV-Adj. in the blank after each Noun-Linking-Verb-Adjective sentence and N-LV-Adv. in the blank after each Noun-Linking-Verb-Adverb sentence.

1. The boys are happy. N-LV-Adj.
2. Mrs. MacLaren is helpful. N-LV-Adj.
3. The pupils are outside. N-LV-Adv.
4. The ring is pretty. N-LV-Adj.
5. The policeman was on a motorcycle. N-LV-Adv.
(5 points)

9. In the blank after each sentence, write a specific word that could be substituted for the underlined word or words to make the sentence clearer.

   1. We live in a large city. Ex. Chicago, Atlanta
   2. That animal can't be trusted! ____________
   3. What a lovely arrangement of flowers. ____________
   4. He plays the instrument well. ____________
   5. More than anything, he needed a tool. ____________
   (Answers will vary.) (5 points)

B. Comprehension and Literary Skills

1. Read the main ideas and details below. In the blank after each main idea, write the letters of the details that support that idea.

   MAIN IDEAS

   1. Some international events, such as world exhibitions, have developed signs of their own. b,e
   2. Another attempt to make international communications possible today is called "Semantography," which is a system of picture writing. c, f, g
   3. Many organizations are working to develop new signs for the future. a, d

   DETAILS

   a. New signs will have to be tested all over the world.
   b. A set of signs was designed for the Olympic games.
   c. The arrow in Semantography shows direction.
   d. Many future signs will use glyphs.
   e. Expo 67 provided twenty-four signs without words.
   f. The times sign is Semantography means much or many.
   g. C.K. Bliss, an Australian, developed Semantography. (8 points)

2. Read each of the following sentences. Write a check in the blank if the sentence gives an explanation for a fact in the sentence. Underline the explanatory words.

   1. They can't talk, but they can communicate because they project a thought by simply thinking it. ✓
   2. Ray and Anti crawled out of their camp and went back toward the tourist office. ____________
   3. American English has become popular throughout the world because of American economic and political strength. ✓

4. Ray and Anti could not spend their time talking because they didn't speak the same language. ✓

5. Ollie came up to the plate like someone walking in a dream. ______ (5 points)

3. Numbers 1-6 list selection titles from Unit 2. Types of writing are listed below. Match each title with the type of writing it represents by writing a letter in the blank before the title.

1. d "The Men of Mars"
2. e "Confusion in the Marketplace"
3. a "Adventure in Naples"
4. c "William Jones: Language Detective"
5. b "Signs and Symbols Around the World"

a. fiction
b. Essay
c. Biography
d. Science fiction
e. Fantasy (5 points)

C. Study Skills

1. Study this sample page from an encyclopedia index. Then answer the questions below.

UNITED STATES
  Agriculture
    department of 1-359
    education for 1-342
    history 1-357
  Areas and boundaries
    Alaska 1-474
    Mexico 18-833
  Climate
    desert 9-2
    Indian summer 15-50
    rainfall 23-189
  Communication
    advertising 1-196
    pony express 22-353
    television 26-299
  Drama: see Drama - American
  Exploration: see United States - history

1. In what volume would you look for information about studying agriculture. 1

2. In what volume would you learn about the United States' neighbor to the south? 18

3. What does Drama: see Drama - American mean? Turn to the Drama entry in the index and look under American.

4. Under United States, how many subtopics does this index contain? six

5. How many subtopics are under Climate? three

6. In what volume would you look to find the impact of television in the United States? 26

7. In what volume and on what pages could you learn about Alaska? 1-474

8. If you want to compare rainfall in Delaware and Florida, where will you look? 23-189

9. Where can you find information about the settling and exploring of the United States? Index entry: United States-history

10. If you were seeking information about an official in United States agriculture, where would you check? 1-359

(10 points)

2. Listed below are items about which you are seeking more information. In the space before each item, write A for atlas, D for dictionary, or E for encyclopedia to indicate which is the best source in which to find further information.

1. D The plural form of bacteria
2. A The four states that meet at one point
3. A The largest body of water in the world
4. E How the Olympic Games originated
5. E The origin of the alphabet
6. D The definition of barometer
7. D How to draw an octogon
8. A Russia's neighboring countries to the south
9. D The number of syllables in auxiliary
10. E Photographs of the planets (10 points)

D. Composition

1. In the following paragraph, underline the words and group of words that express the author's interpretation or point of view.

1. All the bees that had been at the feeding place were doing a silly wagging dance. The lead bee flew in a straight line. Then she turned, perhaps to see who was looking, and flew

playfully in a semicircle, waiting to see who was following her. The bee anxiously repeated the same thing until she flopped down from exhaustion. (6 points)

2. Put yourself in the following situation and write two or three paragraphs describing your point of view.

Pretend you are a Martian from a strange planet here on Earth for the first time. Report and describe reactions on seeing a fock group performing before a large audience. Your report will be sent back to your home planet.

The correction for this section should be based upon the child's ability to express ideas in sentences with adequate attention given to spelling and punctuation appropriate for the level.

Recommended rating:

Commendable - C
Satisfactory - S
Needs Improvement - N

Suggested Spelling List
Level 19 E.S.

enthrall
move
personifucation
cleft
ponder
panic
creature
nuzzle
nibble
disbelief
incredulous
reckon
stonily
interval
discover
shock
ruddy
impersonal
suppress
bloodhound
trespass
purse
unnatural
venison

shamble
expel
abruptly
concoction
despairingly
glance
radio
geology
automobile
rascal
heir
lunge
vicious
progress
promise
intone
barter
idea
spaceship
sheaf
stone
jewelry
thieves
fascinate

repulsive
tourist
knife
business
unconsciously
astronomer
tribal
farfetched
breakfast
knapsack
extend
deputy
reputation
ferret
confound
recognize
poplar
awkwardly
ridge
laurel
sandwich
yonder
ledge
volcano

kid
peaky
impatiently
admission
circumstance
reform
phone
vague
jeans
denial
locate
solve
produce
nonsense
souvenir
doodle
court
defiant
description
vision
accident
gavel
omit
planet
enemy

Level 19

Supp. Reading - Riders On The Earth - Unit 1 - All of Your Dreams

Asimov, Isaax, Fantastic Voyage. Boston: Houghton Mifflin C. Suspense grips the reader as a team of five enters a submarine and undergoes miniaturization. The tiny sub and the five are then drawn into a hypodermic and injected into a famous man's bloodstream to remove a blood clot.

_____ ed., Tomorrow's Children: Eighteen Tales of Fantasy and Science Fiction. New York: Doubleday & Company, Inc. This is a collection of tales by many well-known science-fiction writers and features stories of children of the future.

Christopher, John, The City of Gold and Lead. New York: The Macmillan Company. from the secret hideout of the only free men left in the world come Will and his friend to find out about the Tripods, the creatures who control men's minds.

_____ The White Mountains. New York: The Macmillan Company. In a monstrous future world, where the Tripods control the minds of all people, three thirteen-year-old boys are determindd to make a break for freedom before it is too late.

Del Rey, Lester, Tunnel Through Time. Philadelphia: Westminster Press. A circular rainbow is the entrance to Dr. Miller's time-space machine. His son, a colleague, and the colleague's son adventure into the past by means of a time tunnel. They land in the age of dinosaurs but their return - because of failure of the machine-is by short stops in different age periods between then and now.

Dunning, Stephen, Some Haystacks Don't Even Have Any Needles. New York: Lothrop, Lee & Shepard Co. This collection of poetry projects images to today's world in contemporary language. The poets are all modern with a fresh approach to subject such as Univacs, animals, and amoebas. For the mature reader.

Emerson, Caroline D., The Magic Tunnel. New York: Scholastic Book Services. Sarah and John go on a ride through the magic tunnel of the subway, but when the train finally comes to a stop, they find that they are in Dutch New Amsterdam and that the year is 1664.

Erwin, Betty K., The Summer Sleigh Ride. Boston: Little, Brown & Co. Four children of the twenty-fourth century find out what twentieth-century America looks like when they are kidnapped by a mysterious stranger and taken to live in a reconstructed town.

Hall, Elizabeth, Voltaire's Micromegas. San Carlos, California: Golden Gate Junior Books. This story by Voltaire tells how Micromegas, a giant from the star Sirius, and his friend, the dwarf from Saturn, Explore the universe by riding on the tails of comets. They arrive on Earth and are astonished and amused by their discoveries.

Hughes, Langston, The Dream Keeper. New York: Alfred A. Knopf. This book of poetry, from which the selection in the text was taken, was written for young readers. It contains poems in dialect and poems expressing the feelings of black people.

Key, Alexander, Escape to Witch Mountain. Philadelphia: Westminster Press. Tony and Tia are orphans, and strange ones at that. Tony can control matter th through his harmonica music. Tia can magically unlock doors and has almost total recall; however, it is a neighbor child who recalls the orphans' early life. Perhaps they are man-earth people. If so, why are they welfare cases and why is their only friend Father O'Day?

_____ Rivets and Sprockets. Philadelphia: Westminster Press. Rivets and Sprockets, robots, not only make it possible for Dr. Bailey and his son to visit Mars but also accompany them on the trip.

L'Engle, Madelaine, A Wrinkle in Time. New York: Farrar, Straus & Giroux, Inc. Meg and her friends are spirited by three extraterrestrial beings to another world where they find Meg's father and undergo many adventures and terrors before they free him. A Newbery Medal award book.

Level 19

Supp. Reading - Riders On The Earth - Unit 1 - All of Your Dreams (cont.)

Norton, Andre, Star Rangers. New York: Harcourt Brace Jovanovich, Inc. In the year 8054, the patrol ship Starfire crash-lands on an unknown planet from which there is no hppe of rescue. The crew's struggle for survival makes a dramatic story with a surprise ending.

Ormondroyd, Edward, Time at the Top. Berkeley, California: Parnassus Press. On a windy, wretched day when everything goes wrong, Susan takes her usual ride up in the elevator and finds herself in a strange time and place.

Plotz, Helen, Imagination's Other Place: Poems of Science and Mathematics. New York: Thomas Y. Crowell Company. This collection of poems shows that science and poetry have much in common. A wide range of poets is included and some of the poems seem to border on science fiction.

Silverberg, Robert, Time of the Great Freeze. New York: Holt, Rinehart and Winston, Inc. In 2650 the ice pack that drove cities into underground isloation begins to recede. Expelled from New York, Jim and his friends make a harrowing trip across the ice to join others who want to bring mankind into the sun.

Winterfield, Henry, Star Girl. New York: Harcourt Brace Jovanovich, Inc. A group of children find a pretty but somehow different little girl in the woods. She tells them she has dropped from her father's space ship and will be picked up by him at nightfall.

Wrightson, Patricia, Down to Earth. New York: Harcourt Brace Jovanovich, Inc. A young Martian comes to Earth and has to be protected by two Australian boys. The view of Earth people through the eyes of the boy from Mars is humorous and thought-provoking.

Level 17

Supp. Reading - Riders On The Earth - Unit 2 - Language in Orbit

Behn, Harry, Cricket Songs; Japanese Haiku. New York: Harcourt Brace Jovanovich, Inc. This tiny book is filled with beauty and inspiration. It consists of unrhymed seventeen-syllable verses translated from the Japanese.

Cassedy, Sylvia, and Kunihiro Suetake, Birds, Frogs and Moonlight. New York: Doubleday & Company, Inc. The poems in this collection are haiku, the old Japanese poetic form. Each poem has exactly seventeen syllables. Illustrations are in strong oriental style. For each poem there is provided the Japanese text in Japanese calligraphy and in our alphabet.

Cross, John Keir, The Angry Planet. New York: Coward-McCann, Inc. The author presents this science-fiction story as an authentic firsthand account of a journey to Mars in the spaceship Albatross, based on notes and records by various members of the expedition and now assembled and edited for publication.

Epstein, Sam, The First Book of Words: Their Family Histories. New York: Franklin Watts, Inc. Included in this introduction to the study of words are interesting facts about their origin, how they have become part of the English language, and how their spellings and meanings have changed through the years.

Gilbert, Bill, How Animals Communicate. New York: Pantheon Books, Inc. Here is the latest in scientific thinking on the ability of animals to communicate and what scientists still hope to learn through observation and experiment.

Helfman, Elizabeth I., Signs and Symbols Around the World. New York: Lothrop, Lee & Shepard Co. A history of the development of signs and symbols from ancient times until today. Of special interest to students conderned with codes and deciphering. There are excellent illustrations of signs from all facets of life, including hobo life and Boy Scouts.

Kobayashi, Issa, A Few Flies and I. New York: Pantheon Books, Inc. This is a collection of haiku by Issa, who lived over two hundred years ago. The illustrations and verses have a beautifully gentle quality.

Lambet, Eloise, Our Language: The Story of the Words We Use. New York: Lothrop, Lee & Shepard Co. The development of language in general is traced. The history, origin, and development of the English language receives particular emphasis.

Lewis, Richard, In a Spring Garden. New York: Dial Press, Inc. Fewer then twenty-five haiku are interpreted in this lovely picture book, which is deceptively simple. It may serve as an introduction to larger collections of this literary form and as a motivation for creative writing.

Ludavici, L.J., Origins of Language. New York: G.P. Putnam's Sons. Theories and facts concerning the origin, evolution, and nature of language are presented. The various factors that influenced the development of the major European languages and English are emphasized, and their similarities and differences are pointed out. Explained also are the attempts to create a universal language.

Mason, George F., Animal Sounds. New York: William Morrow & Company, Inc. All nature is alive with sound if the ear is trained to listen. The sounds of animals and insects are described and an explanation given of how these sounds are produced. Training the eye to observe and the ear to listen is the purpose of this book.

Merriam, Eve. There Is No Rhyme for Silver. New York: Athenum Publishers. The fifty poems in this collection range from nonsense verses and riddles to poems on the seasons, weather, places, and everyday object.

O'Neill, Mary, Words, Words, Words. New York: Doubleday & Company, Inc. The subject of all these poems is our English language - its history and development, the parts of speech, punctuation, and the meanings of many of our most evocative words.

Pei, Mario, All About Language. Philadelphia: J.B. Lippincott Company. An authority explains the development of language, its uses, and families. He also discusses language of the Western Hemisphere, Europe, Asia, Africa, and Oceania and traces the spread of English from the British Isles to all parts of the globe.

Level 19

Supp. Reading - Riders On The Earth - Unit 2 - Language in Orbit (cont.)

Salsam, Millicent, The Language of Animals. New York: William Morrow & Company, Inc. Basing her study on recent research, the author examines the means by which animals communicate emotion and information. She stresses that animals do not communicate in the same manner and for the same purposes as human beings.

Sparke, William, Story of the English Language. New York: Abelard-Schuman, Ltd. This introduction to the history of the English language discusses its variants in different countries and among different social classes. It also takes up the changes in language influenced by mass media as well as the principles of linguistics that have shaped its development.

Sutton, Jean, The Beyond. New York: G.P. Putnam's Sons. A Beyond is a person of the future who is able to move objects through space by deep concentration. When Alec Selby is assigned to investigate rumors of a Beyond on planet Enzo, he learns he is a telepathic.

Untermeyer, Louis, Yesterday and Today. New York: Harcourt Brace Jovanovich, Inc. An excellent collection of old and modern poetry.

Level 20 264

LANGUAGE ARTS
Level Report
Avon, Conn.

Elem. School

Date________________________________

Dear Parent,

____________________________________has completed the Language Arts skills taught at Level 19. The following is an overview of your child's next level.

Overview of Level 20

I. Decoding Skills

- A. Syllables - stress
- B. Suffixes Ex. -le, -el, -al, -il, -ul, -ess, -eer, -fy
- C. Prefixes Ex. extra-, intra-, com-
- D. Language signals - pitch, juncture
- E. Proofreading

II. Comprehension and Literary Understanding

- A. Main idea
- B. Cause and effect
- C. Fiction and non-fiction
- D. Plot and theme
- E. Symbolism
- F. Setting, mood, and character
- G. Appreciation of human values and aesthetics

III. Language

- A. Vocabulary - developing word meanings, homophones, connotation
- B. Word usage
    - 1. Clauses - clause markers, use of and or but
    - 2. Prepositional phrases
    - 3. Pronouns
- C. Sentences - rearrangement
- D. Handwriting - cursive forms
- E. Punctuation
- F. Capitalization

IV. Study Skills

- A. Card Catalog
- B. Diagrams and graphs
- C. Footnotes
- D. Outlines
- E. Thesaurus

V. Creativity

- A. Extending experiences before, during and after each story read.
- B. Writing descriptive paragraphs, short stories and journals

Riders on the Earth
Level 20 Language Arts

I. Decoding Skills

A. Phonology (Study of the sound structure of our language)

1. Syllables
    a. Identify common stress (accent) patterns in words with three or more syllables.

2. Suffixes
    a. Identify l sound and its various spellings.
    Examples: people, model, medal, pencil, consul

3. Language Signals
    a. pitch - voice tones used to give different meanings to the reading of a sentence.
    b. Stress - accent on different syllables of same word changes word class. Examples pre´/sent - noun
    pre/sent - verb
    c. juncture - use of punctuation to give different meanings to sentences.

B. Morphology (Study of word structure and word formation)

1. Prefixes - Identify and select new meanings of words formed by prefixes.
    a) extraordinary, intramural, international, s
    b) compose, superstructure, subfreezing
    c) dismissed, export, enlarge

2. Suffixes - Identify and select new meanings of words formed by suffixes.
    a. princess, kingdom, charioteer
    b. beautify, blacken, legalize

3. Derive and construct words from Greek, Latin roots.

C. Spelling

1. Relate spelling words to concepts developed in phonology and morphology
2. Proofread all written work for correct spelling
3. Basic Dolch List
4. One Hundred Spelling List

II. Comprehension

A. Literal and Inferential

1. Distinguish between fiction and non-fiction
2. Main idea
3. Cause and effect
4. Theme of story
5. Inference

B. Critical Thinking

1. Plot development

2. Symbolism in words
3. Analyzing and describing a problem

III. Language

A. Syntax (Study of grammatical structure)

1. Identify clauses
    - a. subject/predicate characteristics
    - b. use of and or but
    - c. clause markers; when, if, because, that, or, which
    - d. constructing sentences combining sentences using who, which, that

2. Sentence rearrangement without change in meaning

3. Prepositional phrases

4. Pronouns

B. Semantics (The exploration of meaning assigned to words and groups of words)

1. Identify words from context clues
2. Connotation
3. Homophones
4. Expressing archaic phrases in modern English

C. Handwriting

1. Review all cursive forms.
2. Review joining of cursive letters.
3. Extension of cursive writing into all subject areas.
4. Proofreading written work for correct handwriting forms.

D. Mechanics

1. Punctuation
    - a. Apostrophe
        - 1. Contractions
        - 2. In singular and plural possessives
    - b. Colon
        - 1. In writing time
        - 2. After introductory word of list or long series
        - 3. At the end of the greeting of a business letter
        - 4. To show the chapter and verse of a quotation from the Bible
        - 5. Sometimes used to introduce a quotation(usually when quoting from a book)
        - 6. To write dialogue for a play
    - c. Comma
        - 1. Between words or phrases in a series
        - 2. In dialogue between speaker and what is said
        - 3. After introductory expressions (Yes, No)
        - 4. Before and after an interrupter, to set off the name of a person who is addressed directly by name.
        - 5. After greeting of a friendly letter and after the closing of all letters
        - 6. To separate two closely related sentences that are combined by a connecting word.

- d. Dash
  1. Between pages
  2. Between hours in reference to time
- e. Exclamation mark
  1. To show great feeling
- f. Hyphen
  Review division of words
- g. Italics
  1. Referring to the names of books, plays and movies
  2. Referring to special ships, trains or airplanes
  3. Referring to words from another language
  4. Giving particular attention to letters, words, or phrases
- h. Periods (review uses)
- i. Question marks (review uses)
- j. Quotation marks (review uses)
- k. Underlining
  1. Titles of books
  2. Capitalization (review uses)
  3. Letters and addresses
     Review parts of friendly and business letters

IV. Study Skills

1. Card catalog
   - a. title card
   - b. author card
   - c. subject card
2. Diagrams
3. Graphs
4. Introduce footnotes
5. Outlines as an aid to learning
   - a. main idea
   - b. subtopics
6. Continue use of Thesaurus

V. Literary Understanding

A. Rhetoric and Literary Skills

1. Contrast
2. Onomatopetic words
3. Fact and Fiction
4. Literary terms
5. Simile
6. Mood-Setting-Plot-Character
7. Play form
8. Dialogue
9. Drama
10. Personification
11. Poetry
12. Point of View
13. Simile
14. Word Order

B. Human Values and Aesthetics

1. To develop awareness of man's constant struggle with the forses of nature.
2. To contrast a fictional and nonfictional treatment of the same topic.
3. To stimulate thinking about the need to protect and preserve threatened species.

4. To develop awareness of the food cycle or the interdependence of living things.
5. To foster recognition that literature gives insight into human thought and action.
6. To stimulate thinking about the fact that people are sometimes gruff due to shyness rather than to unfriendliness.
7. To challenge pupils to see and capture the beauty of ordinary objects and experiences.
8. To recognize that drama may contain a variety of art forms - such as music, dance, poetry.

VI. Creativity

A. Developing Creative Potential

1. Choral readings
2. Dramatizing selected play passages
3. Giving talks
4. Haiku writing
5. Listening to recordings
6. Pantomime

B. Composition

1. Journal
2. Descriptive paragraphs
3. Short stories

VII. Materials

A. Required - Holt, Rinehart and Winston, Inc.
1. Riders on The Earth - Units 3 and 4
    a. Text (pupil and teacher's handbook)
    b. Workbook
    c. Satellite Books
        1. Unit 3 - Sea Creatures
           Living Underwater
        2. Unit 4 - American Sculpture
           About Faces
    d. AV Material
        1. Recordings - Unit 3 - "In a Million Years"
           "A Fishy Square Dance"
           "Pearl Buck Interview.
           Unit 4 - "National Gallery of Art"

2. Sound Filmstrips
   Unit 3 - "To the Ocean's Depths"
   "Cues in Words and Sentences"
   Unit 4 - "Making Movies"

B. Alternate Reading Program - approval of Reading Department:

1. McGraw Hill - Programmed Reading(Sullivan)
2. Merrill, Charles - Merrill Readers
3. Scott Foresman
4. Ginn 360

Riders on the Earth
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VII. C. Supplementary Materials

1. Language
    a. Holt, Rinehart and Winston, Inc. The Arts and Skills of English Book 5 and 6 (sample copies of workbook)

    b. Laidlaw - Discovery in English - Book 5
    Progress in English - Book 6
    (Activity Sheets and Tests)

    c. Scott, Foresman - Language and How To Use It (Activities Books 5 and 6 sample copies and recording Duplicating Masters)

    d. Harcourt, Brace and World - The Roberts Series -Books 5 and 6 (workbooks as samples)

    e. Random House - The Writing Bug Kit (filmstrips, tapes, activity cards)

    f. Ginn - Creativity Idea Books. Can You Imagine? For Those Who Wonder - [illegible] 6

    g. Harcourt, Brace and World - First Splendor - Book 6

    h. Laidlaw - Courage and Adventures - Book 6

    i. Random House - Mountain Peaks - Book 6

    j. Lippincott - Reading for Meaning - Book 5 and 6

    k. Paperbacks
        1. Scholastic Individualized Reading Kits
        2. Limited copies of assorted paperbacks

    l. Barnell Loft, Ltd. - Capitalization and Punctuation

2. Spelling
    a. 220 Basic Dolch List
    b. Scott, Foresman - Spelling Our Language Book 4
    c. Webster, McGraw Hill - Basic Goals in Spelling - Book 4
    d. Noble and Noble - Spell/Write Book 5,6
    e. Economy Company - Continuous Progress Spelling Kit

3. Handwriting
    a. Scott, Foresman - Writing Our Language - Book 6

4. Enrichment Materials
    a. Lyons and Carnahan - The New Phonics We Use D-E-F-G
    b. Barnell Loft, Ltd. Specific Skills Series D-E-F (Main Idea, sequence, Context, Sounds, Following Directions, Locating the Answers, Getting the Facts, Drawing Conclusions)
    c. Teacher made materials (See Activities Section of Guide)
    d. Library filmstrips and tapes
    e. S.R.A. Reading Labs 11C and 11A
    f. EDL Controlled Reader and Language Master
    g. Continental, Hayes, Jen Duplicating Masters
    h. Educators Publishing - Wordly Wise - Book 1 and 2
    Service

i. Dictionary and Encyclopedia
j. Dr. Herr - Crossword Puzzles - Book 3

VIII. Evaluation

A. Required

1. Holt, Rinehart and Winston - Evaluation Masters for individual stories.
2. Holt, Rinehart and Winston - End of Unit Tests (20a, 20b)
3. Teacher made tests

B. Optional

1. Informal Reading Inventory
2. Gates - MacGinite Test - Standardized
3. Metropolitan Acheivement Test
4. Botel Inventory of Phonetic Skills

Total 100 pts.

Level 20a Evaluation Language Arts

Name______________________________ Date______________________________

A. Reading and Language

1. In the blank before each word write the number of syllables in that word. Underline twice the syllable that receives primary stress and underline once the syllable that receives secondary stress.

1. ____ earth
2. ____ delta
3. ____ extinct
4. ____ magnificent
5. ____ eons
6. ____ electricity
7. ____ landmarks
8. ____ silt
9. ____ automatically
10. ____ texture (10 points)

2. Read the following words and sentences. Find a word to complete each sentence and write the word in the blank. Use each word only once.

extravagance
introspection
intercession
introductions
interference

1. The formal________________________preceded the dinner.
2. People called her nosy because of her________________________ in the affairs of others.
3. His ________________________brought financial ruin to the family.
4. Our argument caused much ________________________on my part.
5. ________________________by a third party is often necessary in a disagreement between two people. (5 pts.)

3. Read the following words and sentences. Find a word to complete each sentence and write the word in the blank. Use each word only once.

subcellar
subway
submarine
subcontract
subhuman
superabundance
supersonic
compress
compose
compile

1. If you can________________________this box, you are strong.
2. Did you hear that________________________jet fly overhead?
3. The people received________________________treatment from their captors.
4. There is a noisy ________________________running under that building.
5. Do you________________________your own music?
6. These stairs lead to the________________________under the basement.

Level 20a Evaluation Language Arts

Name________________________________Date________________________________

7. We have had a________________________________of rain this month.

8. We must__________________________a report of the statistics.

9. I would not like to ride under the water in a________________________

10. The building contractor has agreed to______________________________ the electrical work to a good electrician. (10 pts.)

4. Think of a homophone or word that sounds like the underlined word in each sentence. Write the word in the blank.

1. Can you alter this dress for me?______________________________

2. The children looked at the bear in the cage.______________________

3. The ship headed toward the pier.______________________________

4. The bride walked gracefully down the aisle.________________________

5. Let's meet at noon.______________________________________

6. They gathered quartz to add to their collection______________________

7. His reign was interrupted by a revolution. ________________________

8. Will you sear the meat?____________________________________

9. This is the site of the new school.______________________________

10. Did you write the essay?________________________________(5 pts.)

5. Read each pair of clauses below and join them by writing "and" or "but" in the blank.

1. The houses faced the sea, ________they did not have windows.

2. The father catches fish, _______he brings many home to the famuly

3. Kino longed to sleep on the island, _______Jiya was never willing.

4. He understood why Jiya was afraid, _______he darted upward to the waves.

5. Kino had never seen the volcano before,_______he had heard of it often.

6. Parents try to make their children go to safe ground,_______some of the children want to stay.

7. He had no sister, _______he thought Setsu was the prettiest girl he had ever seen.

8. Jiya will open his eyes at any minute,_______we must be there then.

9. The ocean groaned and split open,_______ the cold water fell into the boiling rocks.

Level 20a Evaluation Language Arts

Name______________________________Date______________________________

10. He stopped cyying,_______he was still frightened and sad.
(5 points)

6. Write a check in the blank before each group of words that is a clause. Then draw one line under the main word in the subject and two lines under the verb, the main word in the predicate.

1. ____as the wave advances
2. ____from your own experiance
3. ____because a disturbance occurs under the sea
4. ____for ten minutes
5. ____when reports indicate a tidal wave
6. ____across mile after mile of the ocean floor
7. ____when the wind blows
8. ____in the soft sand
9. ____if tidal waves approach during the day
10. ____because of the wind (10 points)

7. Underline each word in the list below that imitates a sound. In the blank after such a word, write the name of the thing that makes the sound.

1. quack ____________
2. strange ____________
3. phosphorescent ____________
4. moo ____________
5. hoot ____________
6. wave ____________
7. ocean ____________
8. hiss ____________
9. buzz ____________
10. tidal ____________

(5 points)

B. Comprehension and Literary Skills

1. Numbers 1-6 list purposes that authors may have had in writing the selections in this unit. Below are selection titles from the unit. Match each title to a purpose by writing the letter of the title in the blank before the purpose.

1. ____To tell a story about the difficulties of life near the sea.
2. ____To show the cycle of life and death in the sea.
3. ____To acquaint us with the Greek god of the sea.
4. ____To offer factual information about the gray whale.

Level 20a Evlauation Language Arts

Name______________________________Date______________________________

5. ____To present biographical information of famous oceanographers and explain inventions needed for underwater exploration.

6. ____To explain tidal waves and warning systems.

a. "Look Out over the Sea"
b. "Tidal Waves"
c. "The Big Spring"
d. "Microscopic Plants of the Sea"
e. "Pelops and Poseidon"
f. "Earth's Deep Frontier" (6 points)

2. Numbers 1-4 list selection titles from Unit 3. The types of writing are listed above them. Match each title with the type of writing it represents by writing a letter in the blank before the title.

a. Essay B. Myth c. Fiction

1. ____"Look Out over the Sea"

2. ____"Tidal Waves"

3. ____"Microscopic Plants of the Sea"

4. ____"Pelops and Poseidon" (4 points)

3. The paragraphs below give information about characters from selections in Unit 3. Read each paragraph and write in the blank the title of the selection from which the character comes.

"Pelops and Poseidon"
"Look Out over the Sea"
"Tidal Waves"
"Earth's Deep Frontier"
"The Big Spring"
"Microscopic Plants of the Sea"

1. Jacques-Yves Cousteau used two cylinders of compressed air attached to a mask to help him stay under water for two hours.

____

2. A Greek prince won a chariot race and claimed a beautiful princess for his bride.

____

3. A baby whale is lost and then found on his first journey to the Bering Sea.

____

4. A boy found happiness and warmth in a foster home after a tidal wave destroyed his own home.

____

5. William Beebe invented the bathysphere, a machine for manned descent into the ocean depths.

____

(5 points)

Level 20a Evaluation Language Arts

Name____________________________Date____________________________

4. Read each paragraph below. In the blank after the paragraph, write Fact if the paragraph contains factual information or Fiction if the paragraph contains fictional elements.

1. The family had followed Jiya, and now they stood about him. Kino did not know what to say, for his heart ached for his friend-brother. Kino's mother was wiping her eyes, and even little Setsu looked sad. But Jiya could not speak. He kept looking at the ocean.

____

2. A tidal wave may be caused by a large landslide in the soft deposits of mud, by a volcano, and by an earthquake.

____

3. No adult gray whales eat on the long, eight-month migration back and forth, nor do they eat in the bays where they give birth to their young and remate. No other beast can go so long without eating and still be active.

____

4. But Pelops had no thought of giving up the race. Instead he made his way with his charioteer down to the edge of the sea and called on Poseidon to come forth from his palace under the waves.

____

5. Plants make up part of the land's living things. They also make up part of the living things in the sea. The most important plants of the sea are microscopic in size.

________________(10 points)

5. Read each sentence beginning and the three sentence endings below it. Write a check in the blank before the correct sentence ending.

1. The wheels of Oenomaus' chariot rolled off because

____they were old.

____they were broken.

____the wax pins melted.

2. Many people have been saved from tidal waves because

____they were warned by the Seismic Sea-Wave Warning System.

____they saw the wave coming.

____they saw the sky change color.

3. The gray whale migrates to the Bering Sea every summer because

____it likes to swim long distances.

____that is where it eats.

____that is where it has its babies.

4. Jiya's family lived close to the sea because

____they liked to swim.

Level 20a Evaluation Language Arts

Name____Date____

____they were afraid of heights.

____they made their living from the sea.

5. Beebe and Barton were able to explore a half mile below the surface of the sea because

____they wore aqualungs

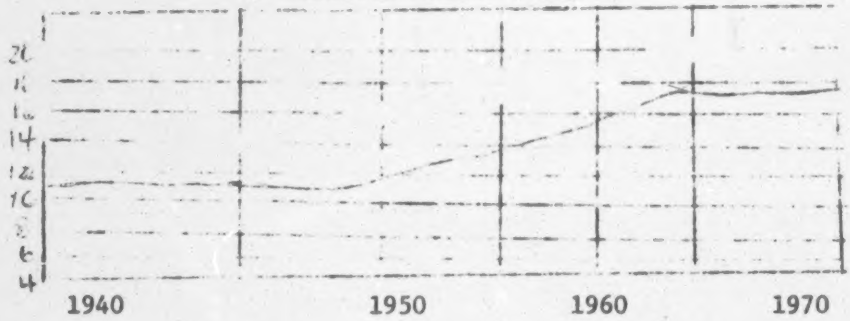
____they traveled in a bathysphere

____they traveled in a submarine. (5 points)

C. Study Skills

1. Study this graph and answer the questions below it.

RICE PRODUCTION IN JAPAN, 1940-1970
(in million metric tons)



1. Generally speaking is Japanese production of rice increasing or decreasing?

____

2. How many million metric tons of rice were produced in 1960?________________

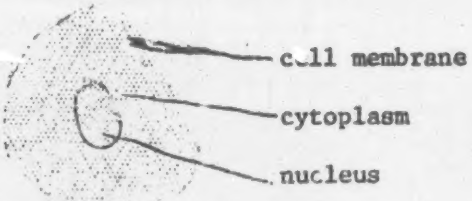
3. How many million metric tons of rice were produced in 1955?________________

4. How many million metric tons of rice were produced in 1940?________________

5. How many years are indicated on the chart?________________

2. Study this diagram and answer the questions below it.

A CELL



1. What is this a diagram of?______________________________

2. How many parts of the cell are labeled?__________________________

3. What is the center called?______________________________

Level 20a Evaluation Language Arts

Name______________________________ Date______________________________

4. What is the outside called? ______________________________

5. What is the part between the nucleus and the cell membrane called?

______________________ (5 points)

D. Composition

1. Place the correct punctuation and capitalization wherever it is necessary.

a. no i simply cant wait called john my brothers friend

____

B. my train will arrive in los angeles california at 710 pm

____

(10 points)

2. In a letter to the chief scientist at the Marine Laboratory and the Fish and Wildlife Service, explain why you would like to visit the recently captured whale.

C - Commendable
S - Satisfactory
N - Needs Improvement

Level 20a Evaluation

Total 100 points
Language Arts
Teacher's copy

A. Reading and Language

1. In the blank before each word, write the number of syllables in that word. Underline twice the syllable that receives primary stress and underline once the syllable that receives secondary stress.

1. 1 earth
2. 2 delta
3. 2 extinct
4. 4 magnificent
5. 2 eons
6. 5 electricity
7. 2 landmarks
8. 1 silt
9. 5 automatically
10. 2 texture

(10 points)

2. Read the following words and sentences. Find a word to complete each sentence and write the word in the blank. Use each word only once.

extravagance
introspection
intercession
introductions
interference

1. The formal introductions preceded the dinner.
2. People called her nosy because of her interference in the affairs of others.
3. His extravagance brought financial ruin to the family.
4. Our argument caused much introspection on my part.
5. Intercession by a third party is often necessary in a disagreement between two people. (5 points)

3. Read the following words and sentences. Find a word to complete each sentence and write the word in the blank. Use each word only once.

subcellar
subway
submarine
subcontract
subhuman
superabundance
supersonic
compress
compose
compile

1. If you can compress this box, you are strong.
2. Did you hear that supersonic jet fly overhead?
3. The people received subhuman treatment from their captors.
4. There is a noisy subway running under that building.
5. Do you compose your own music?
6. These stairs lead to the subcellar under the basement.

Level 20a Evaluation
Language Arts
Teacher's dopy

7. We have had a superabundance of rain this month.

8. We must compile a report of the statistics.

9. I would not like to ride under the water in a submarine.

10. The building contractor has agreed to subcontract the electrical work to a good electrician. (10 points)

4. Think of a homophone or word that sounds like the underlined word in each sentence. Write the word in the blank.

1. Can you alter this dress for me? altar

2. The children looked at the bear in the cage. bare

3. The ship headed toward the pier. peer

4. The bride walked gracefully down the aisle. isle

5. Let's meet at noon. meat

6. They gathered quartz to add to theirrcollection. quartz

7. His reign was interrupted by a revolution. rain

8. Will you sear the meat? seer

9. This is the site of the new school. sight

10. Did you write the essay? right (5 points)

5. Read each pair of clauses below and join them by writing "and" or "but" in the blank.

1. The houses faced the sea, but they did not have windows.

2. The father catches fish, and he brings many home to the family.

3. Kino longed to sleep on the island, but Jiya was never willing.

4. He understood why Jiya was afraid, and he darted upward to the waves.

5. Kino had never seen the volcano before, but he had heard of it often.

6. Parents try to make their children go to safe ground, but some of the children want to stay.

7. He had no sister, and he thought Setsu was the prettiest girl he had ever seen.

8. Jiya will open his eyes at any minute, and we must be there then.

9. The ocean groaned and split open, and the cold water fell into the boiling rocks.

Level 20a Evaluation
Language Arts

Teacher's copy

10. He stopped crying, but he was still frightened and sad.
(5 points)

6. Write a check in the blank before each group of words that is a clause. Then draw one line under the main word in the subject and two lines under the verb, the main word in the predicate.

1. ✓ as the wave advances
2. ___from your own experience
3. ✓ because a disturbance occurs under the sea
4. ___for ten minutes
5. ✓ when reports indicate a tidal wave
6. ___across mile after mile of the ocean floor
7. ✓ when the wind blows
8. ___in the soft sand
9. ✓ if tidal waves approach during the day
10. ___because of the wind (10 points)

7. Underline each word in the list below that imitates a sound. In the blank after such a word, write the name of the thing that makes the sound.

1. quack duck
2. strange ____
3. phosphorescent ____
4. moo cow
5. hoot owl
6. wave ____
7. ocean ____
8. hiss steam
9. buzz bee
10. tidal ____

(5 points)

B. Comprehension and Literary Skills

1. Numbers 1-6 list purposes that authors may have had in writing the selections in this unit. Below are selection titles from the unit. Match each title to a purpose by writing the letter of the title in the blank before the purpose.

1. a To tell a story about the difficulties of life near the sea.
2. d To show the cycle of life and death in the sea.
3. e To acquaint us with the Greek god of the sea.
4. c To offer factual information about the gray whale.

5. f To present biographical information on famous oceanographers and explain inventions needed for underwater exploration.

6. b To explain tidal waves and warning systems.

a. "Look Out over the Sea"
b. "Tidal Waves"
c. "The Big Spring"
d. "Microscopic Plants of the Sea"
e. "Pelops and Poseidon"
f. "Earth's Deep Frontier" (6 points)

2. Numbers 1-4 list selection titles from Unit 3. The types of writing are listed above them. Match each title with the type of writing it represents by writing a letter in the blank before the title.

a. Essay b. Myth c. Fiction

1. c "Look Out over the Sea"

2. a "Tidal Waves"

3. a "Microscopic Plants of the Sea"

4. b "Pelops and Poseidon" (4 points)

3. The paragraphs below give information about characters from selections in Unit 3. Read each paragraph and write in the blank the title of the selection from which the character comes.

"Pelops and Poseidon" "Earth's Deep Frontier"
"Look Out over the Sea" "The Big Spring"
"Tidal Waves" "Microscopic Plants of the Sea"

1. Jacques-Yves Cousteau used two cylinders of compressed air attached to a mask to help him stay under water for two hours.
"Earht's Deep Frontier"

2. A Greek prince won a chariot race and claimed a beautiful princess for his bride.
"Pelops and Poseidon"

3. A baby whale is lost and then found on his first journey to the Bering Sea.
"The Big Spring"

4. A boy found happiness and warmth in a foster home after a tidal wave destroyed his own home.
"Look Out over the Sea"

5. William Beebe invented the bathysphere, a machine for manned descent into the ocean depths.
"Earht's Deep Frontier"

(5 points)

Level 20a Evaluation
Language Arts

Teacher's copy

4. Read each paragraph below. In the blank after the paragraph, write Fact if the paragraph contains factual information or Fiction if the paragraph contains fictional elements.

   1. The family had followed Jiya, and now they stood about him. Kino did not know what to say, for his heart ached for his friend-brother. Kino's mother was wiping her eyes, and even little Setsu looked sad. But Jiya could not speak. He kept looking at the ocean. Fiction

   2. A tidal wave may be caused by a large landslide in the soft deposits of mud, by a volcano, and by an earthquake. Fact

   3. No adult gray whales eat on the long, eight-month migration back and forth, nor do they eat in the bays where they give birth to their young and remate. No other beast can go so long without eating and still be active. Fact

   4. But Pelops had no thought of giving up the race. Instead he made his way with his charioteer down to the edge of the sea and called on Poseidon to come forth from his palace under the waves. Fiction

   5. Plants make up part of the land's living things. They also make up part of the living things in the sea. The most important plants of the sea are microscopic in size. Fact

(10 points)

5. Read each sentence beginning and the three sentence endings below it. Write a check in the blank before the correct sentence ending.

   1. The wheels of Oenomaus' chariot rolled off because

      ___they were old.

      ___they were broken.

      ✓ the wax pins melted.

   2. Many people have been saved from tidal waves because

      ✓ they were warned by the Seismic Sea-Wave Warning System.

      ___they saw the wave coming.

      ___they saw the sky change color.

   3. The gray whale migrates to the Bering Sea every summer because
      3.

      ___it likes to swim long distances.

      ✓ that is where it eats.

      ___that is where it has its babies.

   4. Jiya's family lived close to the sea because

      ___they liked to swim.

Level 20a Evaluation
Language Arts

Teacher's copy

___they were afraid of heights.

✓ they made their living from the sea.

5. Beebe and Barton were able to explore a half mile below the surface of the sea because

___they wore aqualungs.

✓ they traveled in a 'BAthysphere

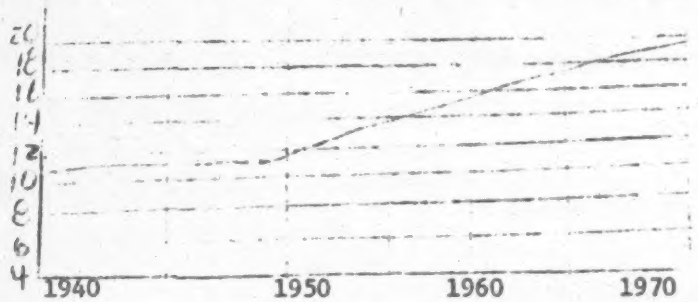
___they traveled in a submarine.

(5 points)

C. Study Skills

1. Study this graph and answer the questions below it.

RICE PRODUCTION IN JAPAN, 1940-1970
(in million metric tons)



1. Generally speaking, is Japanese production of rice increasing or decreasing? increasing

2. How many million metric tons of rice were produced in 1960? 16

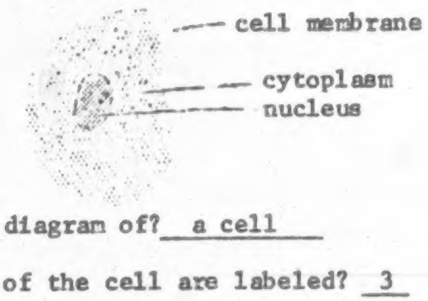
3. How many million metric tons of rice were produced in 1955? 16

4. How many million metric tons of rice were produced in 1940? 11

~~Bow~~ How many years are indicated on the chart? 30

2. Study this diagram and answer the questions below it.

A CELL



1. What is this a diagram of? a cell

2. How many parts of the cell are labeled? 3

3. What is the center called? nucleus

Level 20a Evaluation
Language Arts

Teacher's copy

4. What is the outside called? cell membrane

5. What is the part between the nucleus and the cell membrane c called? cytoplasm (5 points)

D. Composition

1. Place the correct punctuation and capitalization wherever it is nesessary .

   a. no i simply cant wait called john my brothers friend
   "No, I simply can't wait," called John, my brother's friend.

   b. my train will arrive in los angeles california at 710 pm
   My train will arrive in Los Angeles, California at 7:10 P.M.
   (10 points)

2. In a letter to the chief sciantist at the Marine Laboratory and the Fish and Wildlife Service, explain why you would like to visit the recently captured whale.

   The correction for this letter should be based upon the child's ability to express ideas as well as follow the prescribed format for a business letter.

   Recommended rating: C-Commendable
   S-Satisfactory
   N- Needs Improvement

Level 20a Evaluation Language Arts

Total 100 pts.

Name______________________________Date______________________________

A. Reading and Language

1. In the blank before each word write the number of syllables in that word. Underline twice the syllable that receives primary stress and underline once the syllable that receives secondary stress.

1. ____ earth
2. ____ delta
3. ____ extinct
4. ____ magnificent
5. ____ eons
6. ____ electricity
7. ____ landmarks
8. ____ silt
9. ____ automatically
10. tectutexture

(10 points)

2. Read the following words and sentences. Find a word to complete each sentence and write the word in the blank. Use each word only once.

extravagance
introspection
intercession
introductions
interference

1. The formal__________________________preceded the dinner.
2. People called her nosy because of her__________________________ in the affairs of others.
3. His __________________________brought financial ruin to the family.
4. Our argument caused much __________________________on my part.
5. __________________________by a third party is often necessary in a disagreement between two people. (5 pts.)

3. Read the following words and sentences. Find a word to complete each sentence and write the word in the blank. Use each word only once.

subcellar
subway
submarine
subcontract
subhuman
superabundance
supersonic
compress
compose
compile

1. If you can______________________this box, you are strong.
2. Did you hear that________________________jet fly overhead?
3. The people received______________________treatment from their captors.
4. There is a noisy ____________________running under that building.
5. Do you________________________your own music?
6. These stairs lead to the___________________under the basement.

Total 100 points

Level 20b Evaluation Language Arts

Name________________________________Date________________________________

A. Reading and Language

1. Combine ex-, e-, or dis- with each word-form listed below to make a word to complete each sentence. Write the new word in the blank.

arm vaporate rupt prove miss
tract cused claim clude hale

1. Today I will____________________________class early.
2. Please don't______________________me while I'm on the phone.
3. I just had to__________________________my joy!
4. When you breathe out, you ______________________.
5. The watchman ordered the thief to ______________________.
6. A dog would__________________________the class!
7. The moisture will soon ________________________.
8. Some wanted to__________________the new boys from their fun.
9. The boy was________________________from class.
10. Do you have a way to di____________________his story?(10 pts.)

2. One word appears in both sentences of each pair below. Mark the syllable that receives the primary stress in each underlined word. In the blank after each sentence, state whether the word acts as a noun or as a verb.

1. Her protest was ignored. ________
2. He intends to protest the change. ________
3. When did the United States annex Texas? ________
4. The lunchroom is in the annex. ________
5. Will your father permit you to use his fidhing rod? ________
6. What does the permit say? ________
7. Conduct the speaker to the platform. ________
8. He received a good report on his conduct. ________
9. He received an increase in his allownace. ________
10. Rain will increase the amount of water in the stream. ________

(10 points)

Level 20b Evaluation Language Arts

Name __________________________ Date __________________________

3. If a word contains the syllabic l sound, write it in the column under the spelling offthe sound.

alert
tangle
consul
total
maple

removal
funnel
symbol
lantern
civil

column
slides
label
pistol
pupil

le	al	el
__________	__________	__________
__________	__________	__________
ul	**il**	**ol**
__________	__________	__________
__________	__________	__________

(15 points)

4. Draw a line under each prepositional phrase in the sentences below. Draw two lines under the word each phrase goes with, or modifies. Write Adverbial or Adjective in the blank after each sentence to indicate the kind of job each prepositional phrase does.

1. Ly-Chee sweeps the imperial courtyard in China.__________
2. He tossed some water frombhis pail.__________
3. He will die at sunrise.__________
4. Chop-Chin removed the image of the Golden Dragon.__________
5. He awakened Wah-Song in his bedroom.__________
6. Ly-Chee is released from prison.__________
7. She lived in Princeton, New Jersey.__________
8. She then taught at a drama school.__________
9. You are members of the audience.__________
10. This part of the script tells you that.__________(10 pts.)

5. In the blank after each sentence below, rewrite the underlined archaic expression in modern English.

1. Thinkest thou that I might look at it?__________
2. His majesty desires to taste the freshness of the air today.

   ____
3. It chanced that Ly-Chee got his majesty wet. __________
4. Rash youth, why are you here?__________

Level 20b Evaluation Language Arts

Name________________________________ Date________________________________

5. No person, save ourselves, may look at the Dragon.________________

________________________________ (10 points)

6. Underline each pronoun in the paragraphs below. Above the pronoun, write the noun or noun phrase that the pronoun stands for. Add possessive if necessary.

Giles was working hard when noise on the stairs and the sound of boys laughing told him Martin was on his way up with the group. It was no use trying to study with them in his room. When Linda and Giles reached school, her friend Sandra was waiting. "Gribby asked me to give you this note,"Sandra said to Giles. He lives next door to me, you know. (10 points)

B. Comprehension and Literary Skills

1. Below are titles of works of art from this unit and descriptions of the works of art. Match each title with its description by writing the letter of the description in the blank before the title.

Title	Description
____1. Earth Rising Over Moon's Rim	a. Photograph of a dancer
____2. Deer Hunt	b. Drawing wild animals on rock walls
____3. Detail of Ann Halprin in "Entombment"	c. Fisherman, three boys, a boat
____4. Breezing Up	d. Boxers fighting
____5. Both Members of This Club	e. Earth from 250,000 miles away. (5 points)

2. Read each statement below. In the blank write T if the statement is true, F if it is false.

1. ____In a play, speech or dialogue is indicated by quotation marks.
2. ____Each speech is preceded by a character's name.
3. ____The plot of a play is developed through dialogue and narration.
4. ____The audience may know things a character in a play does not know.
5. ____The stage directions may describe movements of characters.

Level 20b Evaluation Language Arts

Name____________________________________Date________________________

6. ____Special type is used to indicate stage directions.

7. ____In a play format, the main character is always the first to appear.

8. ____Quotation marks indicate dialogue in a story format.

9. ____One character in a play may tell the identity of another character.

10. ++ A list of characters always precedes a play. (10 points)

C. Study Skills

1. Listed below are the titles of two books. In the boxes provided, make an author card for the first and title card for the second.

    1. Famous Artists of the Past by Alice E. Chase, 1955.
    2. The Meaning and Wonder of Art by Fred Gettings, 1963.

    1. Author card

        Chase, Alice E.

        Famous Artists of the Past. c. 1955

        (5 points)

    2. Title Card

        Meaning and Wonder of Art, The.

        Gettings, Fred.
        Meaning and Wonder of Art, The.
        c. 1963

        (5 points)

D. Composition

1. Read this composition to find misspelled words. Underline the word and then correct the mistake by writing the correctly spelled word above it. There are 20 errors.

Words that are usually used to dicribe colars are offen used in metafors to show feelings or set a mood. Blew may be used to show feelings of saddness. Green may show jelusy. Read may show angur. Brite colors are cheerfull. Pail shades are soothing. Black and gray may show drab, lifless, deppressing, or boaring moods. Wite usually shows an abcence of fealing, clenline[illegible]r purrity.

(10 points)

Level 20b Evaluation Language Arts

Name____________________________________Date____________________________________

2. Pretend that you are stranded on an unknown island. The natives find you and learn that you can communicate with them. They want to know about your home. Write a description of your house and specifically your room for these people who have never seen the world as you know it.

C - Commendable
S - Satisfactory
N - Needs Improvement

Level 20b Evaluation
Language Arts

Total: 100 points

Teacher's copy

A. Reading and Language

1. Combine ex-, e-, or dis- with each word-form listed below to make a word to complete each sentence. Write the new word in the blank.

arm	vaporate	rupt	prove	miss
tract	cused	claim	clude	hale

1. Today I will dismiss class early.
2. Please don't distract me while I'm on the phone.
3. I just had to exclaim my joy!
4. When you breathe out, you exhale.
5. The watchman ordered the thief to disarm.
6. A dog would disrupt the class!
7. The moisture will soon evaporate.
8. Some wanted to exclude the new boys from their fun.
9. The boy was excused from class.
10. Do you have a way to disprove his story? (10 points)

2. One word appears in both sentences of each pair below. Mark the syllable that receives the primary stress in each underlined word. In the blank after each sentence, state whether the word acts as a noun or as a verb.

1. Her pro´test was ignored. Noun
2. He intends to protest´ the change. Verb
3. When did the United States annex´ Texas? Verb
4. The lunchroom is in the an´nex. Noun
5. Will your father permit´ you to use his fishing rod? Verb
6. What does the per´mit say? Noun
7. Conduct´ the speaker to the platform. Verb
8. He received a good report on his con´duct. Noun
9. He received an increase´ in his allowance. Noun
10. Rain will incre´ase the amount of water in the stream. Verb
(10 points)

Level 20b Evaluation
Language Arts

Teacher's copy

3. If a word contains the syllabic l sound, write it in the column under the spelling of the sound.

alert
tangle
consul
total
maple

removal
funnel
symbol
lantern
civil

column
slides
label
pistol
pupil

le	al	el
maple	total	label
tangle	removal	funnel
ul	il	ol
consul	civil	symbol
______	pupil	pistol

(15 points)

4. Draw a line under each prepositional phrase in the sentences below. Draw two lines under the word each phrase goes with, or modifies. Write Adverbial or Adjective in the blank after each sentence to indicate the kind of job each prepositional phrase does.

1. Ly-Chee sweeps the imperial courtyard in China. Adjective
2. He tossed some water from his pail. Adjective
3. He will die at sunrise. Adverbial
4. Chop-Chin removed the image of the Golden Dragon. Adjective
5. He awakened Wah-Song in his bedroom. Adverbial
6. Ly-Chee is released from prison. Adverbial
7. She lived in Princeton, New Jersey. Adverbial
8. She then taught at a drama school. Adverbial
9. You are members of the audience. Adjective
10. This part of the script tells you that. Adjective (10 points)

5. In the blank after each sentence below, rewrite the underlined archaic expression in modern English

1. Thinkest thou that I might look at it? Do you think
2. His majesty desires to taste the freshness of the air today. Wants to enjoy
3. It chanced that Ly-Chee got his majesty wet. It so happened
4. Rash youth, why are you here? Bold young man

Level 20b Evaluation
Language Arts

Teacher's copy

5. No person, save ourselves, may look at the Dragon. Except us
(10 points)

6. Underline each pronoun in the paragraphs below. Above the pronoun, write the noun or noun phrase that the pronoun stands for. Add possessive if necessary.

Giles was working hard when noise on the stairs and the sound of
Giles Martin's
boys laughing told him Martin was on his way up with the group.
the group Giles's
It was no use trying to study with them in his room.
Linda's
When Linda and Giles reached school, her friend Sandra was waiting.
Sandra Giles
"Gribby asked me to give you this note," Sandra said to Giles.
Gribby Sandra Giles
"He lives next door to me, you know." (10 points)

B. Comprehension and Literary Skills

1. Below are titles of works of art from this unit and descriptions of the works of art. Match each title with its description by writing the letter of the description in the blank before the title.

Title		Description
e 1.	Earth Rising Over Moon's Rim	a. Photograph of a dancer
b 2.	Deer Hunt	b. Drawing wild animals on rock walls
a 3.	Detail of Ann Halprin in "Entombment"	c. Fisherman, three boys, a boat
c 4.	Breezing Up	d. Boxers fighting
d 5.	Both Members of This Club	e. Earth from 250,000 miles away.

(5 points)

2. Read each statement below. In the blank write T if the statement is true, F if it is false.

1. F In a play, speech or dialogue is indicated by quotation marks.

2. T Each speech is preceded by a character's name.

3. T The plot of a play is developed through dialogue and narration.

4. T The audience may know things a character in a play does not know.

5. T The stage directions may describe movements of characters.

Level 20b Evaluation
Language Arts

Teacher's copy

6. T Special type is used to indicate stage directions.

7. F In a play format, the main character is always the first to appear.

8. T Quotation marks indicate dialogue in a story format.

9. T One character in a play may tell the identity of another character.

10. T A list of characters always preceded a play. (10 points)

C. Study Skills

1. Listed below are the titles of two books. In the boxes provided, make an author card for the first and title card for the second.

1. Famous Artists of the Past by Alice E. Chase, 1955.
2. The Meaning and Wonder of Art by Fred Gettings, 1963.

1. Author card

Chase, Alice E.

Famous Artists of the Past. c1955

(5 points)

2. Title Card

Meaning and Wonder of Art, The.

Gettings, Fred.
Meaning and Wonder of Art, The.
c1963

(5 points)

D. Composition

1. Read this composition to find misspelled words. Underline the word and then correct the mistake by writing the correctly spelled word above it. There are 20 errors.

describe colors often metaphors
Words that are usually used to decribe colars are offen used in metafors
Blue sadness.
to show feelings or set a mood. Blew may be used to show feelings of saddness
jealousy. Red anger. Bright cheerful
Green may show felusy. Read may show angur. Brite colors are cheerfull.
Pale lifeless, depressing,
Pail shades are soothing. Black and gray may show drab, lffless deppressing,
boring White absence feeling, cleanliness,
or boaring moods. Wite usually shows an abcence of fealing, clenliness,
purity
or purrity.

(10 points)

Level 20b Evaluation

Teacher's copy

Language Arts

2. Pretend that you are stranded on an unknown island. The natives find you and learn that you can communicate with them. They want to know about your home. Write a description of your house and specifically your room for these people who have never seen the world as you know it.

The correction for this descriptive story should be based upon the child's ability to express ideas in sentences with adequate attention given to spelling and punctuation appropriate for the level.

Recommended rating C - Commendable
S - Satisfactory
N - Needs Improvement

Suggested Spelling List
Level 20 E.S.

terrace
ancestor
shore
thatch
enemy
ocean
fathomless
simile
ruddy
chopsticks
holiday
volcano
hurricane
tidal
surface
deposit
flap
churning
system
submerge
hostess
silt
current
texture

horizon
instinct
formula
bleak
cell
bacteria
cycle
collect
oxygen
temple
discus
salute
victory
contour
probe
planet
equipment
trench
tripod
- -----
foster
cymbal
sarcastic
compliment
headmaster

embarrass
modest
gruffness
fabulous
conduct
industrial
astronaut
diagram
camera
habitat
period
ceiling
abstract
element
leash
instant
invention
gallery
pitcher
evoked
boxer
calamity
intercede
altar
shore
crimson

sash
profane
sacred
pardon
exit
props'
elaborate
brocade

Level 20

Supp. Reading - Riders On The Earth - Unit 3 - The Nebulous Deep

Aiken, Conrad, Cats and Bats and Things with Wings. New York: Atheneum Publishers. Conrad Aiken's poems about sixteen different animals are illustrated with highly imaginative pictures in diffenent styles.

American Heritage, The Many Worlds of Benjamin Franklin. New York: American Heritage Publishing Co., Inc. Excellent illustrative material is combined with an informative text to present the "Renaissance of Eighteenth -Century America."

Brindze, Ruth, The Gulf Stream. New York: Vanguard Press, Inc. Flaming pictures dramatize the story of the great ocean-river and its effects on the discovery and exploration of America as well as climate, weather, and navigation.

Clark, Arthur C., The Challenge of the Sea. New York: Holt, Rinehart and Winston, Inc. Blending science and science fiction, the author discusses what is known about the ocean's history, geology, and geography, its plant and animal life, its mineral and food resources. He then speculates about its future use as a dwelling place and source of food and wealth for man.

Cook, Joseph J., The Phantom World of the Octopus and Squid. New York: Dodd, Mead & Company. Here is a wealth of information and pictures of the cephalopods.

Cousteau, Jacques-Yves, and Frederic Dumas, Silent World. New York: Harper & Row Publishers, Inc. Cousteau tells how the aqualung was developed in occupied France during World War II. He describes exploration of sunken ships as well as of natural wonders, diving for ancient art treasures, and experiments in the depths of the Atlantic Ocean. The photographs are excellent.

Cousteau, Joacques-Yves, ed. by James Dugan, World Without Sun. New York: Harper & Row Publishers, Inc. The story of "Canshelf Two," the first human colony on the sea floor, is shown in pictures with text where needed. The photography is breathtaking, and the story is fascinating.

Daugherty, Charles Michael. Searchers of the Sea: Pioneers in Oceanography. New York: Viking Press, Inc. This is a history of discoveries beneath the surface of the ocean from the exploits of Phoenician sailors to the findings of modern researchers.

Dugan, James, Undersea Explorer: The Story of Captain Cousteau. New York: Harper & Row Publishers,Inc. Mr. Dugan, who perfected the aqualung, has had many amazing adventures in oceanography. This book contains beautiful photographs of the aqualung and other diving equipment.

George, Jean Craighead, Spring Comes to the Ocean. New York: Thomas Y. Crowell Company. When spring comes to the ocean, all sea life spurts with energy: seaweed begins its drift, eels set out on their migrations, and all living things - from microscopic diatoms to whales - respond to the lengthening hours of sunlight.

Hinton, Sam, Exploring Under the Sea. New York: Doubleday Company, Inc. The author provides simply written explanation of the seas on the earth and the life that exists in these waters.

Kavaler, Lucy, The Wonders of Algae. New York: John Day Company. This is a discussion of the minute form of plant life, found in fresh and salt water, which has assumed new importance as a possible source of food.

Lewis, Claudia, Poems of Earth and Space. New York: E.P. Dutton & Company, Inc. These poems are free verse in style and reflect a unique way of looking at the earth, sky, sea, and all that is beyond in space.

Moffet, R.L., and M.K. Moffet, The Whale in Fact and in Fiction. New York: Harlin Quist Books. The author discusses the whale in an informative way and gives a brief history of the hunt for whales and the birth of modern whaling. Included is a selection from writings concerning whales, such as Moby Dick , Kon-Tiki, and Follow the Whale.

Level 20

Supp. Reading - Riders On The Earth - Unit 3 - The Nebulous Deep(cont.)

Shannon, Terry, and Charles Payzant, Project Sealab: The Story of the United States Navy's Man-in-the-Sea Program. San Carlos, California: Golden Gate Junior Books. This is the true story of pioneer aquanauts who participated in the United States Navy's man-in-the-sea program. The men lived in a steel capsule on the ocean floor for a month collecting information for further research on inner space. Many photographs are included.

Smith, Willian Jay, Boy Blue's Book of Beasts. Boston: Little, Brown & Co. A book of humorous poetry about real and not-so-real beasts that boys would enjoy meeting.

Verne, Jules, Twenty Thousand Leagues Under the Sea. New York: Dodd, Mead & Company. The story of Captain Nemo's submarine is a masterpiesc of scientific speculation written many years before the first successful submarine was built. For the better reader.

Williams, Francis Leigh, Ocean Pathfinder: A Biography of Matthew Fontaine Maury New York: Harcourt Brace Jovanovich, Inc. This biography of the man who Pioneered in oceanography tells about his boyhood on a Tennessee farm, his service as a midshipman in the Navy, the part he played in the Civil War,and his role in the development of the Atlantic cable.

Zim, Herbert S., and Lester Ingle, Seashores: A Guide to animals and Plants Along the Beaches. New York: Golden Press, Inc. General information about the sea, tides, and waves is followed by a detailed description of shells, marine plants, and animal inhabitants of the sea.

Level 30

Supp. Reading - Reders On The Earth - Unit 4 - Tell Us Some More

Bro, Margueritte Harmon, Sarah. New York: Doubleday & Company, Inc. Sarah knew that if her father had lived, he would have wanted her to be an artist. However, her real talent was in music. Her conflicting emotions about choice of a career and her struggles to become a concert pianist are sensitively recounted in this serious familysstory.

Chase, Alice Elizabeth, Famous Artists of the Past. New York: Platt & Munk. Fine reproductions illustrate the work of more than twenty-five great painters and sculptors. In each case, a biography and the special qualities and themes of the work are given.

Coen, Rena Neumann, American History in Art. Minneapolis: Lerner Publications Company. The American past and the art it inspired shed light on each other in this skillful interweaving of text and photographic reproductions of works by famous artists.

Craven, Thomas, The Rainbow Book of Art. Cleveland: World Publishing Company. This animated history of world art and artists is illustrated with hundreds of reproductions.

Durrell, Donald D., and B.A. Crossley, Favorite Plays for Classroom Reading. Boston: Plays, Inc. Designed for classroom use, these plays give children practice in expressive oral reading. This collection includes comedies, mysteries, adaptations of classics, historical and holiday plays.

Gesner, Clark, You're a Good Man, Charlie Brown. New York: Random House, Inc. Here is the text for the Broadway play based on the Peanuts comic strip by Charles M. Schulz.

Gettins, Fred, The Meaning and Wonder of Art. New York: Golden Press, Inc. What you learn from pictures depends on how you look at them, according to the author. He helps the viewer to see the significance of distortion, symbols, effects of light and color, as well as how mathematics, science, and philosophy have affected art.

Glubok, Shirley, The Art of Ancient Mexico. New York: Harper & Row, Publishers. Religious and secular art in stone, clay, and metal serves as introduction to the Aztec and pre-Aztec world. The descriptions of these works are expressed through excellent photographs and informative text.

_____ The Art of Ancient Rome. New York: Harper & Row, Publishers. In this volume the young reader is introduced to Roman mosaics, portraits, statues buildings, and monuments. Concise text and carefully selected photographs combine to catch the eye and the imagination.

_____ The Art of Japan. New York: The Macmillan Company. This is a comprehensive, illustrated introduction to Japanese sculpture, wood-block prints, calligraphy, scroll and screen paintings, architecture, and landscape design.

_____ The Art of the Old West. New York: The Macmillan Company. Paintings, sculptures, and photographs from such artists as George Catlin, Frederic Remington, Thomas Eakins, and Georgia O'Keeffe are presented in this volume along with text that gives technical, historical, and biographical details.

Plays, The Drama Magazine for Young People, One Hundred Plays for Children: An Anthology of Non-Royalty One-Act Plays. Boston: Plays, Inc. This anthology is particularly suitable for the intermediate grades.

Rublowsky, John, Music in America. New York: P.F. Collier, Inc. American music began with the harmonies of Europe adapted to colonial life, and with the vibrant African rhythms bought over by the black people. Today it is influenced by jazz and musical comedy, folk-rock, and electronic sound.

Schwartz, Alvin, Museum: The Story of America's Treasure Houses. New York: E.P. Dutton & Co., Inc. Art museums and museums of history, science, and technology are included in a comprehensive discussion covering their history, methods of collecting, organization, financial support, and educational programs.

Smith, Moyne Rice, Seven Plays and How tb Produce Them. New York: Henry Z. Walck, Inc. Seven plays, simple in text but with high appeal for the middle grades. Most of them are written by older boys or girls, others include very clear directions and suggestions for production.

Level 21

300

LANGUAGE ARTS
Level Report
Avon, Conn.

Elem. School

Date______________________________

Dear Parent,

________________________________has completed the Language Arts skills taught at Level 20. The following is an overview of your child's next level.

Overview of Level 21

I. Decoding Skills

- A. Consonant spellings Ex. x, j, s, z
- B. Consonant digraph sounds Ex. sh, zh
- C. Vowels plus r spellings Ex. ar, er, ir, or, ur
- D. Schwa sound Ex. about
- E. Syllabication - rules and syllabic consonant spellings
- F. Word families
- G. Compound words
- H. Prefixes Ex. post-, pre-, ante-
- I. Suffixes Ex. -ous, -ive, -ity
- J. Proofreading

II. Comprehension add Literary Understanding

- A. Drawing conclusions
- B. Recalling Details
- C. Fact and Opinion
- D. Alliteration
- E. Plot development
- F. Main Idea
- G. Parody, fantasy, fiction
- H. Appreciation of human values and aesthetics

III. Language

- A. Vocabulary - developing word meanings, idiomatic expressions, synonyms
- B. Word Usage
    1. Verbs - "Be" forms
    2. Pronouns - subject and object
    3. Adjective
    4. Adverbs
    5. Appositives
    6. Clauses
    7. Modifiers
    8. Question markers
- C. Sentence patterns
- D. Handwriting - cursive forms
- E. Punctuation
- F. Capitalization

IV. Study Skills

- A. The Readers' Guide to Periodical Literature
- B. World Almanac
- C. Thesaurus

Overview of Level 21

V. Creativity

  A. Extending experiences before, during and after each story read

  B. Writing descriptive paragraphs, research reports, and essays

Level 21 - Language Arts

*Review Skills From Previous Levels

I. Decoding skills

A. Phonology (Study of the sound structure of our language)

1. Consonant spellings and sounds
a. x = extra(ks), exact(gz), xylophone(z)
b. j = g(gym), j(jam), dge(badge), ge(strange), dg(midget), d(graduate), dj(adjust), gi(region), gg(exaggerate), di(soldier)
c. s = say, scene, waltz, loss
d. z = zero, jazz, rise

2. Consonant digraph spellings and sounds
a. sh = sheep, tissues, sugar, schwas, luscious, machine
b. zh = vision, casual, beige

3. Vowels plus r spellings
a. âr = hair, care, where, wear, their, aerial
b. är = far, sergeant, heart
c. ar = carol, carry
d. er = marry, bury
e. ir = spirit, mirror, syrup, hear, here, cheer, weird, cashier
f. u̇r = jury, tour
g. ôr = corn, four, oar, ore, door, war, warrior

4. Schwa sound
a. = about, special, surgeon, tortoise, oxygen

5. Syllabic consonant spellings
a. m = chasm, fathom, forum
b. n = dozen, person, basin, European

6. Syllabication rules for reading and writing

7. Word family as clue to spelling
a. magic, magical, magician

B. Morphology (Study of word structure and word formation)

1. Compound words
a. Hyphenated compound adjectives -(best-known)
b. Hyphenated metaphoric compounds (swan - Boat)

2. Prefixes
a. post-, pre-, ante-, non-, anti-, counter-, trans-, circum-, re-, tri-, sub-, be-, pre-

3. Suffixes
a. Adjective forming -al, -ous, -ful
b. Noun -forming -ure, -ity, -ty
c. Use of -ive, -ant, -ian, -ess, -don, -ify, -ize, -en, -ure, -ity

4. Latin root words
a. mittere, cedere

5. Construct word families
a. collect- collection, collective, collector, uncollected

C. Spelling

1. Relate spelling words to concepts developed in phonology and morphology.
2. Basic Dolch List
3. One Hundred Spelling List
4. Proofread all written work for correct spelling.

II. Comprehension

A. Literal and Inferential

1. Drawing conclusions
2. Making inferences
3. Recalling details
4. Main Idea
5. Fact and opinion
6. Making predictions
7. Identifying topic sentence of a paragraph

B. Critical thinking

1. Identifying words and phrases that are time clues in a given selection.
2. Predicting the behavior of characters'
3. Identifying and describing the interrelatedness of characters and events in plot development.
4. Identifying and describing the focus in an autobiographical selection.

III. Language

A. Syntax (Study of grammatical structure)

1. Verbs
    a. forms of verb be
    b. Changing statements to questions with forms of be

2. Nouns
    a. common and proper

3. Pronouns
    a. Subject and object forms
    b. Substituting pronouns for noun phrases and nouns

4. Adjectives
    a. Use to expand sentences.'

5. Adverb and adverbial phrases
    a. Position in sentence
    b. Use to expand sentences

6. Appositives
    a. Identify

7. Clause
    a. Position in a sentence
    b. Use to expand sentences

8. Modifiers
    a. Identify word group modifiers and the words they modify
    b. Identify and correct misplaced modifiers

9. Questions
    a. Question markers - who, what, when, where, why
    b. Changing statements to questions

10. Sentence Patterns
    a. N-LV-N

B. Semantics (The exploration of meaning assigned to words and groups of words.)

1. Identifying the meanings of given words from context by using them correctly in new sentences
2. Identifying vocabulary related to the historical period and setting of a selection.
3. Naming synonyms and antonyms of given words.
4. Classifying words according to semantic relationships.

C. Handwriting

1. Review all cursive forms.
2. Extend cursive writing to all subject areas.
3. Proofread written work for correct handwriting forms.

D. Mechanics

1. Punctuation
    a. Apostrophe
        1) Contractions
        2) Singular and plural possessives
    b. Colon
        1) Writing time
        2) End of greeting in a business letter
        3) Separate chapter and werse of quotation from the Bible.
        4) After introductory word in listing things
        5) To introduce a quotation - particularly from a book.
        6) To write dialogue for a play
    c. Comma
        1) To separate words or phrases in a series
        2) Between day of month and year
        3) Between city and state/country
        4) After a closing in a friendly letter and after the closing of all letters.
        5) To separate the speaker from exact words that he says.
        6) Used with appositives
        7) To separate two closely related sentences that are combined by a connecting word.
    d. Dash
        1) Between pages
        2) Between hours in reference to time
    e. Exclamation mark
        1) To show great feeling or surprise
    f. Hyphen
        1) Hyphenated compound words
        2) To divide words between syllables

- g. Italics - Recognize
    - 1) For titles, proper names, words or phrases from a foreign language, for letters, words, or phrases that are stressed.
- h. Parenthese
    - 1) To enclose side remarks in a sentence
    - 2) To enclose numerals in a numbered list
- i. Periods
    - 1) At the end of statements and commands
    - 2) To end abbreviations and initials
- j. Question mark
    - 1) To end a sentence that asks a question
    - 2) When the question is part of a quotation, the question mark comes befoe the final quotation mark
    - 3) When the quotation is part of a question, the question mark comes after the final quotation mark.
- k. Quotation marks
    - 1) To enclose the exact words of a speaker
- l. Semicolon
    - 1) Between two closely related sentences when there is no connecting words between the sentences.
- m. Underlining
    - 1) Titles of book
    - [illegible]

2. Capitalization
    - a. Review uses of capital letters.

3. Letters and addresses
    - a. Review parts of friendly and business letters

IV. Study Skills

A. Reference materials

1. Introduce The Reader's Guide to Periodical Literature
2. Introduce The World Almanac
3. Review encyclopedia, atlas, card catalog, glossary, dictionary
4. Note-taking for recording information
5. Locating information about a given topic, using a variety of library references.

B. Outlining as an aid to learning
- a. Main idea
- b. Subtopics

C. Continue use of Thesaurus

V. Literary Understanding

A. Rhetoric and Literary Skills

1. Alliteration
2. Autobiography
3. Cliche'
4. Climax
5. Epic poem
6. Essay
7. Parody
8. Fantasy
9. Historical and Science Fiction
10. Contrast
11. Folktale
12. Heroes (Comparing)
13. Proverb
14. Myth [illegible]
15. Legend
16. Structure of given stories

17. a) Introduction
    b) Complication
    c) Plot development
    d) Climax
    e) Resolution

B. Human Value and Aesthetics

1. To stimulate pupils' interest in Greek myths and legends.
2. To develop familiarity with one of the early legendary heroes.
3. To develop recognition variety of types of humor in language and situation
4. To develop awareness of stories of knights, kings, magic and of the importance of truth and honor to medieval heroes.
5. To develop recognition of autobiography as a literary form.
6. To challenge pupils to think about the common problems men have faced through the ages.
7. To challenge pupils to think about the historical facts conveyed by myths and legends.
8. To develop an interest in comparing cultures.

VI. Creativity

A. Developing Creative Potential

1. Choral reading
2. Choreographing legend, dance
3. Designing coats of arm
4. Constructing dioramas
5. Skits - dramatizing
6. Illustrating poems, surrealistic composition, moral, selection
7. Giving a talk.
8. Creating hypothetical situations
9. Making costumes, mosaics, "witches brew"
10. Listening to recordings
11. Role playing

B. Composition

1. Written activities
   a. Ad
   b. Archaeological report
   c. Autobiographical sketch
   d. Couplet
   e. Historical drama
   f. A brief paper from a certain viewpoint
   g. Research reports
   h. Ending a poem

VII. Materials

A. Required - Holt, Rinehart and Winston, Inc.

1. Riders on The Earth - Units 5 and 6
   a. Text (pupil and teacher's handbook)
   b. Workbook

Level 21 - Language Arts

c. Satellite Books
   1) Unit 5 - Stars Are for Storytelling
               The Great Quillow
   2) Unit 6 - Time Cat(Abridged)
               Clues Underwater
d. AV Material
   1) Recordings - Unit 5 - "The Portrait of a Warrior"
                            "Beowulf"
                            "Lloyd Alexander Interview"
                   Unit 6 - "Pre -Existence"

2. Sound Filmstrips
   Unit 5 "Theseus and the Minotaur"
          "Point of View"
   Unit 6 "Digging For the Past"
          "Anthropology"
          "How Cities Grow"
          "Fitting Parts into a Whole"

B. Alternate Reading Program - approval of Reading Department

1. McGraw Hill -Programmed Reading (Sullivan)
2. Merrill, Charles - Merrill Readers
3. Scott Foresman
4. Ginn 360

C. Supplementary Materials

1. Language

   a. Holt, Rinehart and Winston, Inc. The Arts and Skills of English - Books 5 and 6 (sample copies of workbook)

   b. Laidlaw - Discovery in English - Book 5
      Progress in English - Book 6 (Activity sheets and Tests)

   c. Scott, Foresman - Language and How To Use It(activities books 5 and 6 sample copies and records, Duplicating Masters)

   d. Harcourt, Brace and World - The Roberts Series - Books 5 and 6 (workbooks as samples)

   e. Random House - The Writing Bug Kit (filmstrips, tapes, activity cards)

   f. Ginn - Creativity Idea Books: Can You Imagine? For those Who Wonder

   g. Harcourt, Brace and World - First Splendor - Book 6

   h. Laidlaw - Courage and Adventures - Book 6

   i. Random House - Mountain Peaks Book 6

   j. Lippincott - Reading for Meaning-Book 6

k. Paperbacks
   1. Scholastic Individualized Reading Kits
   2. Limited copies of assorted paperbacks

l. Barnell Loft, Ltd. - Capitalization and Punctuation Individualized Kit Sets C and D

2. Spelling
   a. 220 Basic Dolch List
   b. Scott, Foresman - Spelling Our Language-Book 5 and 6
   c. Webster, McGraw Hill - Basic Goals in Spelling-Book 5 and 6
   d. Noble and Noble - Spell/Write-Book 5 and 6
   e. Economy Company - Continuous Progress Spelling Kit

3. Handwriting
   a. Scott, Foresman - Writing Our Language - Book 6

4. Enrichment Materials
   a. Lyons and Carnahan - The New Phonics We Use D- E-F-G
   b. Barnell Loft, Ltd. Specific Skills Services D-E-F (Main Idea, Sequence, Context, Sounds, Following Directions, Locating the Answers, Getting the Facts, Drawing Conclusions)
   c. Teacher made materials (See Activities Section of Guide)
   d. Library filmstrips and tapes
   e. S.R.A. Reading Labs 11C and 111A
   f. EDL Controlled Reader and Language master
   g. Continental, Hayes, Jen Duplicating Masters
   h. Educators Publishing - Wordly Wise - Book 1 and 2 Service
   i. Dictionary and Encyclopedia
   j. Dr. Herr Crossword Puzzles - Book 2

VIII. Evaluation

A. Required
   1. Holt, Rinehart and Winston-Evaluation masters for individual stories stories.
   2. Holt, Rinehart and Winston-End of Unit Tests(21a, 21b)
   3. Teacher made Tests

B. Optional
   1. Informal Reading Inventory
   2. Gates-MacGinitie Test - Standardized
   3. Metropolitan Achievement Test
   4. Botel Inventory of Phonetic Skills

Total 100 pts.

Level 21a - Evaluation Language Arts

Name ______________________________ Date ______________________________

A. Reading and Language

1. If a word contains a syllable m sound, write it under the spelling of the sound.

fathom
medium
heroism

forum
comment
chasm

enthusiasm
amazement
foreman

m	om	um

(6 points)

2. Underline the syllable n where it appears in the following words.

1. bitten
2. baron
3. basin
4. avenge
5. prison
6. Sweden
7. siphon
8. clarion
9. Magellan
10. suspense
11. maiden
12. Minoan
13. cousin
14. wooden
15. went (15 pts.)

3. In the blanks rewrite the following words and divide them into syllables as you would see them in printed matter. Use a hyphen to show the division. If a word should not be divided, write it solid.

1. abhor ______________________________
2. suppress ______________________________
3. shipment ______________________________
4. repaid ______________________________
5. quest ______________________________
6. neutral ______________________________
7. issue ______________________________
8. basket ______________________________
9. evoke ______________________________
10. garden ______________________________ (10 points)

4. Substitute one of the pronouns listed for each underlined noun phrase in the sentences below. After each sentence, identify the sentence pattern. The first one is done for you.

Level 21a - Evaluation Language Arts

Name____________________Date____________________

he she I they we it

1. He Kay was Arthur's brother. N-LV-N
2. The boys were Sir Ector's sons.______________
3. Half of a magic charm was the nickel.______________
4. The tall figure was a knight in full armor.______________
5. A mighty prophetess was Katharine. ______________
6. The lady is an imposter.______________
7. Martha and I are sisters. ______________
8. The red knight and the green knight are guards.______________
9. Merlin is a magician. ______________
10. The enchantresses are Orddu and Orwen. ______________ (10 points)

5. Underline subject pronouns and circle object pronouns in the following sentences.

1. He was a great king.
2. They were happy people.
3. Theseus decided to kill him.
4. Minos ordered them to prison.
5. A black sail will be a signal to us.
6. I will give to you a spool of thread.
7. Use it as a clue.
8. It is a horrible monster.
9. Please take me away with you.
10. Theseus promised to return for her. (10 points)

Level 21a - Evaluation Language Arts

Name________________________________Date___________________________________

6. Write one of the three prefixes before each base word listed below to make the word match its given meaning.

pre- post- ante-

1. ________historic - relating to times before written history.
2. ________dated - dated after
3. ________war - after war
4. ________clude - shut out before
5. ________meditated - thought through before
6. ________room - room placed before another
7. ________script - words added after
8. ________dawn - before dawn (8 points)

7. Find the Latin word in the right-hand column from which each English word in the left-hand column takes its root. Write the letter of the Latin word in the blank before the English word.

1. _____precedent	a. dicare, to say
2. _____prefix	b. cedere, to go
3. _____postpone	c. ponere, to place
4. _____predict	d. figere, to fasten (4 points)

8. Underline each word in the sentences below which indicates a historical period or setting other than the present.

1. The shield of the man shone in the sun.
2. The men set down their spears.
3. They tried to strike the snake with their swords.
4. The four knights rode into battle.
5. Arthur found a stone in the courtyard.
6. There was a lot of fanfare.
7. It was the Age of Chivalry.
8. He rode across the bridge over the moat.
9. Our basketball team won the trophy.
10. It was an exciting chariot race. (10 points)

Level 21a - Evaluation Language Arts

Name ______________________ Date ______________________

9. Combine the sentences in each group below into one sentence that conveys a similar meaning.

Group 1:

Arthur had a father.
Arthur's father was Sir Ector.
Arthur hunted with Sir Ector or by himself.

____

____

Group 2:

Arthur rose in his stirrups
Arthur pulled the sword from under his cloak.
Arthur held it out to his brother.

____

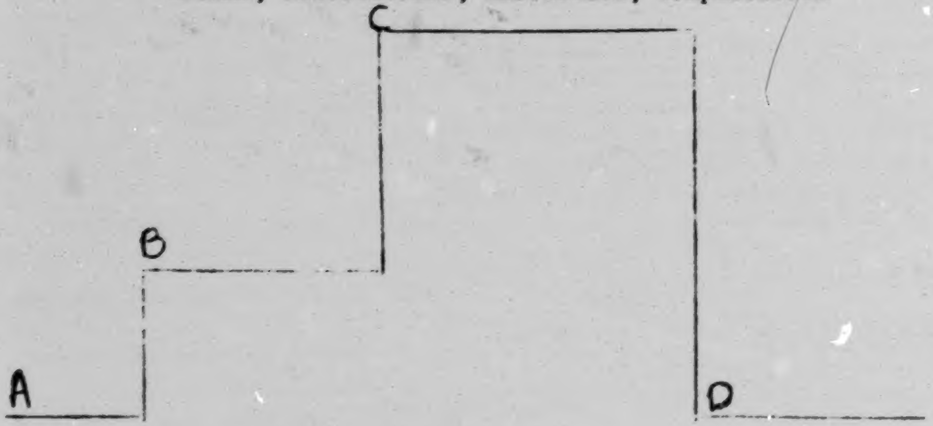
____

(2 points)

B. Comprehension and Literary Skills

1. Below this diagram, which represents dramatic structure, explain what each lettered step or stage in the plot development stands for.

Climax, Introduction, Resolution, Complication



A. ______________________________

B. ______________________________

C. ______________________________

D. ______________________________ (4 points)

Level 21a - Evaluation Language Arts

Name______________________________Date______________________________

2. Underline the topic sentence or state the main idea of each of the following paragraphs.'

   1. I realized I had not learned enough. Now, instead of novels, I read history, grammar, etymology and tried to improve my high school French. I was anxious to go to college. By the following autumn, I had put aside enough money for a year at school.

   2. Adventure, I decided, was the way to learn how to write. The United States had already entered World War II, so I joined the Army, But my thirst for adventure flew out the door of the physical examination room.

   3. There is, in the chronicles of Prydain, a good portion of ancient legend. But a good portion of my own life is there, too, half forgotton, half remembered, changed and colored as dreams change and color the happenings of our waking lives. My Welsh harp, with its broken strings, is on my mantelpiece. But does it really belong to me or to the would-be bard, Fflewddur Fflam? Prydain is a combination of legend and my own life. (3 points)

C. Study Skills

1. Read the following sample selection from The Readers' Guide to Periodical Literature. Answer the following questions about the sample selection on the lines provided.

Wales
  Description and travel
    In search of the Welsh. H. Fast.
      Esquire 72:142 - 46 D '69
    One Welshman's Tales. G. Thomas.
      Travel & Camera 32:64-9 Je "69
    Wales; with photographs by Lord Snowdon.
      Look 33:68-73 Je 24 '69

1. Who is H. Fast?______________________________

2. In the first entry, what does 72 stand for?____________________

____

3. What does D '69 tell you?______________________________

4. In which magazine can you read "One Welshman's Tales?____________

____

5. In which magazine can you find photographs of Wales?______________

6. In the third entry, what do the numbers 68-73 stand for?__________

____

7. Which of these articles is the most recent?____________________

8. Which of the above magazines are probably published monthly?

__________________________________ (8 points)

Level 21a - Evaluation Language Arts

Name_______________________________ Date_______________________________

D. Composition

1. Rewrite each sentence below using correct capitalization and punctuation.

   a. winter days are cold summer days are hot

   ____

   ____

   b. the football game i think its with simsbury high school is on wednesday

   ____

   ____

   c. Yes said John. i saw it last night

   ____

(10 points)

2. Write a paragraph or two about one of the following.

   1. Your town has been taken over by gangsters. Beowulf arrives on the scene to lend his help. Describe what happens.

   2. You have just met Sir Lanuncelot on the way home from school! Describe him to your family. Can you make them believe your story?

   3. You are a reporter in the days of Arthur's youth. Write an account for your newspaper of the events in "The Challenge of the Sword." Remember to be concise and to stick to the facts.

C - Commendable
S - Satisfactory
N - Needs Improvement

Level 21a - Evaluation
Language Arts

Total: 100 points

Teacher's copy

A. Reading and Language

1. If a word contains a syllabic m sound, write it under the spelling of the sound.

fathom
medium
heroism
forum
comment
chasm
enthusiasm
amazement
foreman

m	om	um
enthusiasm	fathom	forum
heroism		medium
chasm		

(6 points)

2. Underline the syllable n where it appears in the following words.

1. bitten
2. baron
3. basin
4. avenge
5. prison
6. Sweden
7. siphon
8. clarion
9. Magellan
10. suspense
11. maiden
12. Minoan
13. cousin
14. wooden
15. went

(15 points)

3. In the blanks rewrite the following words and divide them into syllables as you would see them in printed matter. Use a hypen to show the division. If a word should not be divided, write it solid.

1. abhor ab-hor
2. suppress sup-press
3. shipment ship-ment
4. repaid re-paid
5. quest quest
6. neutral neu-tral
7. issue is-sue
8. basket bas-ket
9. evoke evoke
10. garden gar-den

(10 points)

4. Substitute one of the pronouns listed for each underlined noun phrase in the sentences below. After each sentence, identify the sentence pattern. The first one is done for you;

Level 21a - Evaluation
Language Arts

Teacher's copy

he she I they we it

He
1. Kay was Arthur's brother. N-LV-N

2. They
2. The boys were Sir Ector's sons. N-LV-N

it
3. Half of a magic charm was the nickel. N-LV-N

It
4. The tall figure was a knight in full armor. N-LV-N

she
5. A mighty prophetess was Katharine. N-LV-N

She
6. The lady is an imposter. N-LV-N

We
7. Martha and I are sister. N-LV-N

they
8. The red knight and the green knight are guards. N-LV-N

he
9. Merlin is a magician. N-LV-N

they
10. The enchantresses are Orddu and Orwen. N-LV-N (10 points)

5. Underline subject pronouns and circle object pronouns in the following sentences.

1. He was a great king.
2. They were happy people.
3. Theseus decided to kill him.
4. Minos ordered them to prison.
5. A black sail will be a signal to us.
6. I will give to you a spool of thread.
7. Use it as a clue.
8. It is a horrible monster.
9. Please take me away with you.
10. Theseus promised to return for her. (10 points)

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Language Arts

Teacher's copy

6. Write one of the three prefixes before each base word listed below to make the word match its given meaning.

pre-   post-   ante-

1. prehistoric - relating to times before written history
2. postdated - dated after
3. postwar - after war
4. preclude - shut out before
5. premeditated - thought through before
6. anteroom - room placed before another
7. postscript - words added after
8. predawn - before dawn (8 points)

7. Find the Latin word in the right-hand column from which each English word in the left-hand column takes its root. Write the letter of the Latin word in the blank before the English word.

1. b precedent   a. dicare, to say
2. d prefix   b. cedere, to go
3. c postpone   c. ponere, to place
4. a predict   d. figere, to fasten (4 points)

8. Underline each word in the sentences below which indicates a historical period or setting other than the present.

1. The shield of the man shone in the sun.
2. The men set down their spears.
3. They tried to strike the snake with their swords.
4. The four knights rode into battle.
5. Arthur found a stone in the courtyard.
6. There was a lot of fanfare.
7. It was the Age of Chivalry.
8. He rode across the bridge over the moat.
9. Our basketball team won the trophy.
10. It was an exciting chariot race. (10 points)

aa

Level 21a - Evaluation
Language Arts

Teacher's copy

9. Combine the sentences in each group below into one sentence that [redacted] conveys a similar meaning.
(Answers will vary.)

Group 1:
    Arthur had a father.
    Arthur's father was Sir Ector.
    Arthur hunted with Sir Ector or by himself.

Arthur hanted with Sir Ector, his father, or by himself

Group 2:
    Arthur rose in his stirrups
    Arthur pulled the sword from under his cloak.
    Arthur held it out to his brother.

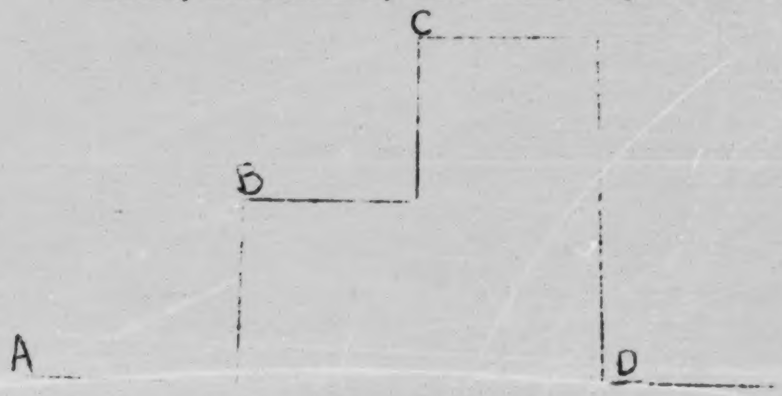
Arthur pulled the sword from under his cloak, rose in his stirrups, and held it out to his brother

(2 points)

B. Comprehension and Literary Skills

1. Below this diagram, which represents dramatic structure, explain what each lettered step or stage in the plot development stands for.

Climax, Introduction, Resolution, Complication



A. Introduction

B. Complication, sit

C. Climax -

D. Resolution

(4 points)

(Answers will vary)

Level 21a - Evaluation
Language Arts

Teacher's copy

2. Underline the topic sentence or state the main idea of each of the following paragraphs.

   1. I realized I had not learned enough. Now, instead of novels, I read history, grammar, etymology and tried to improve my high school French. I was anxious to go to college. By the following autumn, I had put aside enough money for a year at school.

   2. Adventure, I decided, was the way to learn how to write. The United States had already entered World War II, so I joined the Army, But my thirst for adventure flew out the door of the physical examination room.

   3. There is, in the chronicles of Prydain, a good portion of ancient legend. But a good portion of my own life is there, too, half forgotten, half remembered, changed and colored as dreams change and color the happenings of our waking lives. My Welsh harp, with its broken strings, is on my mantelpiece. But does it really belong to me or to the would-be bard, Fflewddur Fflam? Prydain is a combination of legend and my own life. (3 points)

C. Study Skills

1. Read the following sample selection from The Readers' Guide to Periodical Literature. Answer the following questions about the sample selection on the lines provided.

Wales
  Description and travel
    In search of the Welsh. H. Fast.
      Esquire 72:142 - 46 D '69
    One Welshman's Tales. G. Thomas.
      Travel & Camera 32:64-9 Je '69
    Wales; with photographs by Lord Snowdon.
      Look 33:68-73 Je 24 '69

   1. Who is H. Fast? Author of "In Search of the Welsh"

   2. In the first entry, what does 72 stand for? Volume number 72 of Esquire magazine

   3. What does D '69 tell you? Date of magazine

   4. In which magazine can you read "One Welshman's Tales"? Travel & Camera

   5. In which magazine can you find photographs of Wales? In Look magazine

   6. In the third entry, what do the numbers 68-73 stand for? Pages 68 to 73

   7. Which of these articles is the most recent? "In Search of the Welsh"

   8. Which of the above magazines are probably published monthly? Esquire, Travel & Camera (8 points)

Level 21a - Evaluation
Language Arts

Teacher's copy

D. Composition

1. Rewrite each sentence below using correct capitalization and punctuation.

   a. winter days are cold summer days are hot
   Winter days are cold; summer days are hot. (1/2 points)

   b. the football game i think its with simsbury high school is on wednesday
   The football game (I think it's with Simsbury High School) is on Wednesday. (5 points)

   c. Yes said John. i saw it last night
   "Yes," said John. "I saw it last night." (3 1/2 pts.)

Total 10 points
20 Corrections

2. Write a paragraph or two about one of the following.

   1. Your town has been taken over by gangsters; Beowulf arrives on the scene to lend his help. Describe what happens.

   2. You have just met Sir Launcelot on the way home from school! Describe him to your family. Can you make them believe your story?

   3. You are a reporter in the days of Arthur's youth. Write an account for your newspaper of the events in "The Challenge of the Sword." Remember to be concise and to stick to the facts.

The correction for this paragraph should be based upon the child's ability to express ideas in sentences with adequate attention given to spelling and punctuation appropriate for the level.

Recommended rating:
C = Commendable
S = Satisfactory
N = Needs Improvement

Level 2Ib Evaluation Language Arts

Name ______________________________ Date ______________

A. Reading and Language

1. Listed here are words that contain various spellings of sounds given to vowels plus r. Rearrange the words in six columns according to the sound of the vowel plus r. Head each column with the dictionary symbol of the vowel sound plus r and underline the letters that spell the sound of the vowel plus r.

absorb
adore
archaeology
architect
baron
carry
cheer
fare
jury
there
tour
weird

2. Study the list of words below and arrange the words in four groups according to word meaning. Give each word group a heading that indicates what the words have in common.

airplane
car
concert
small town
swimming
wrestling
baseball
carnival
farm
soccer
television
bus
city
jeep
suburb
theater

A. ______________ B. ______________

C. ______________ D. ______________

Level 21b Evaluation Langugge Arts

Name________________________________ Date______________________________

3. Read each set of words and sentences. Find the word that best completes each sentence and write that word in the sentence blank. Indicate whether the word is a verb, a noun, or an adjective in the blank following each sentence.

1. amaze amazing amazement

a. You ____________________ me with your speed. ______________

b. To my ____________________, they were gone. ____________________

c. Your ____________________ skills startle me. ____________________

2. classify classified classification

a. The ____________________ ads make interesting reading. __________

b. Help me ____________________ these books. ____________________

c. His ____________________ is top-notch. ____________________

3. enjoy enjoyment enjoyable

a. The children's ____________________ showed on their faces. _______

b. Did Alan ____________________ the game? ____________________

c. That book was ____________________. ____________________

(18 points)

4. The underlined word group in each sentence below is out of place. Rewrite Rewrite each sentence, placing the modifier in its correct position, as close to the words it modifies as possible.

1. Luke propped it against the wall taking off his schoolbag. ______________________________

____

2. Uniformly warm, Luke liked the temperature of Surreal. _______

____

3. Splashing softly and monotonously on the rocky floor, the boys were startled by a little waterfall.

____

____

4. To the bottom of the hill, he lost his balance and fell.

____

5. Luke, with his long silky ears flopping as he bounded, was terrified by Bark.

____

____

(5 points)

Level 21b Evaluation Language Arts

Name________________________Date________________________

5. Change the following statements into questions. For the first five, rearrange the word order so that the question starts with a form of the verb be. For the second five, use the question marker given at the end of the sentence to start the question.

1. Bimbo was always at Tito's side.

____

2. Raisin cakes were always a special treat.

____

3. It was growing harder to breathe.

____

4. The millstones were turned by slaves or mules.

____

5. Eighteen hundred years later there were scientists restoring the ancient city.

____

____

6. Tito and Bimbo lived under the wall. (Where)

____

7. Once a year the caesar visited Pompeii. (When)

____

8. Bimbo would bring food every morning. (What)

____

9. Because Tito was blind, he couldn't see any of the fireworks. (Why)

____

10. The citiaens fled the crumbling city. (Who)

____

(5 points)

Level 21b Evaluation Language Arts

Name________________________________Date____________________________________

6. Expand each sentence below by adding more words, clauses, or phrases. Rewrite each sentence on the lines below.

1. He thought deeply. (Add a phrase)

____

____

2. People pointed and laughed. (Add a clause.)

____

____

3. There were many buildings. (Add some adjectives and a phrase.)

____

____

4. He listened. (Add a phrase and a clause.)

____

____

5. He was troubled. (Add an adverb and a clause.)

____

____

(5 points)

7. The addition of the following suffixes changes adjectives and nouns to verbs. Read each sentence below. From the word list, select an adjective or noun and add the correct suffix to form the verb that fits best in that sentence. Write the newly formed verb in the blank.

-en -fy -ize

broad pure real solid strength

1. Water will________________________________at the freezing point.

2. After a flood, you should______________________all drinking water.

3. I hope you________________________________the importance of neatness.

4. The sidewalks were removed to _________________________the road.

5. Luke wanted to___________________________________his muscles. (5 pts.)

Level 21b Evaluation Language Arts

Name_____________________________________Date_____________________________________

B. Comprehension and Literary Skills

1. Match each idea in Column A with a contrasting idea from Column B by writing the letter of the contrasting idea in the blank.

	Column A		Column B
____1.	The father rides and makes his makes his son walk.	a.	The cool, fresh air of the natural world amazed him.
____2.	Luke eagerly approached the opening.	b.	"It's not good to take more than one pill"
____3.	The synthetic air system was the lifeblood of the city	c.	"You have no hair, and you're wearing a mask."
____4.	"Have some more berries.	d.	Eric hesitated to leave the security of Surreal.
____5.	"Is that a hat, that fur stuff you're wearing?"	e.	"Since when do the old walk, and the young ride?"

(5 points)

2. Read the following statements and decide the amount of time involved in each. Select and underline this time span in the two phrases given after each statement. Then underline the clue words in the statement.

1. Almost with the first spadeful, Arthur Evans found a wealth of information.
   a. Right away b. Over several years

2. From time to time, clay tablets were unearthed.
   a. Over a period of time b. In a day

3. Year after year of digging revealed a unique form of architecture.
   a. Over many years b. Right away

4. The city of Knossos must have ceased to exist almost overnight.
   a. In a week b. Immediately

5. During 1935 and 1936 Sir Arthur completed and published the rest of his study.
   a. Over two years b. Over a period of years

6. In the late 1800's Evans made many trips to Crete.
   a. During one year b. Over several years (6 points)

3. Listed below are statements from "The Dog of Pompeii." Next to each statement, put an H of it contains historical fact add an F if the statement is purely fictional.

____1. Pompeii was one of the gayest of the old Latin towns.

____2. The open-air theaters rocked with laughing crowds.

____3. Tito has been blind since birth.

Level 21b Evaluation Language Arts

Name________________________________Date________________________________

____4. Tito never asked where the food came from.

____5. The Forum was the part of town to which everyone came once each day. (5 points)

C. Study Skills

1. Listed below are five reference sources that you may use in a library. Next to each source is an abbreviation for it. In the blank before each question, write the abbreviation that stands for the reference in which you would look first to find the answer.

atlas-A encyclopedia-E The Readers' Guide-R card catalog-C
World Almanac-W

____1. In what magazines published in 1973 did articles about archaeology appear?

____2. What books about Sir Arthur Evans does your library contain?

____3. What is the capital of Uganda, and is it a coastal city?

____4. What were the major news stories of 1973?

____5. How many books by Louis Untermeyer are in your library?

____6. What European country once governed Brazil?

____7. How many miles from the Greek mainland is the island of Crete?

____8. What is known about Pompeii from its founding to the present? (8 points

2. The following words are written in Pronounciation Key symbols. Rewrite the words in normal spelling and underline the letters that stand for the underlined sounds in the respelling.

1. nol′ i $\underline{\text{j}}$ ________________________
2. ple$\underline{\text{zh}}$′ ər ________________________
3. ō′ $\underline{\text{sh}}$ən ________________________
4. pā′ $\underline{\text{sh}}$ənt ________________________
5. gə rä$\underline{\text{zh}}$′ ________________________
6. wi$\underline{\text{z}}$′ dəm ________________________
7. kən fe$\underline{\text{s}}$′ ________________________
8. də $\underline{\text{z}}$ėrt′ ________________________

Level 21 Evaluation Language Arts

Name______________________________ Date________________________________

9. skej′ůl ______________________________

10. sēn ______________________________

(5 pts)

D. Composition

1. Usage
Here is a group of sentences that will help you find out if you know the standard usage for "be" words. Complete each sentence by writing a "be" word for each space.

I 1)__________usually a late riser in the morning, but this morning I 2)______ ________ awake early. My father and I 3)____________going to tour the city parks with the mayor. Dad and the mayor 4)____________old friends. They 5)____________ classmates in school.

Dad likes the mayor and 6)____________proud to be seen with him. He voted for his friend, and he 7)____________glad that his friend is the mayor. Mother, on the other hand, 8)_____________very antagonistic toward the mayor. She didn't vote for him, and 9)______________sorry that he won the election. Needless to day, she 10)_____________not going with us.

2. Pretend that you are involved in one of the following situations and write an account of what you think happened.

   1. You are stranded in an unknown place after a plane wreck. The natives have never seen anyone like you. You have discovered a new culture! Describe these natives for the rest of the world.

   2. You are digging in your backyard to plant a garden and discover objects from a civilization of ages past. What do you unearth, and what are the results of your discovery?

C - Commendable
S - Satisfactory
N -Needs Improvement

Level 21b Evaluation Language Arts
Teacher's Copy

A. Reading and Language

1. Listed here are words that contain various spellings of sounds given to vowels plus r. Rearrange the words in six columns according to the sound of the vowel plus r. Head each column with the dictionary symbol of the vowel sound plus r and underline the letters that spell the sound of the vowel plus r. (12 points)

absorb
adore
archaeology
architect
baron
carry
cheer
fare
jury
there
tour
weird

ār	är	ar
fare	archaeology	baron
there	architect	carry

ir	u̇r	ôr
cheer	jury	absorb
weird	tour	adore

2. Study the list of words below and arrange the words in four groups according to word meaning. Give each word group a heading that indicates what the words have in common. (16 points)

airplane
car
concert
small town
swimming
wrestling
baseball
carnival
farm
soccer
television
bus
city
jeep
suburb
theater

A. Transportation

airplane
bus
car
jeep

B. Entertainment

carnival
concert
television
theater

C. Sports

baseball
soccer
swimming
wrestling

D. Places to Live

city
farm
small town
suburb

Level 21b Evaluation
Language Arts

Teacher's copy

3. Read each set of words and sentences. Find the word that best completes each sentence and write that word in the sentence blank. Indicate whether the word is a verb, a noun, or an adjective in the blank following each sentence.

1. amaze amazing amazement

   a. You amaze me with your speed. Verb

   b. To my amazement, they were gone. Noun

   c. Your amazing skills startle me. Adjective

2. classify classified classification

   a. The classified ads make interesting reading. Adjective

   b. Help me classify these books. Verb

   c. His classification is top-notch. Noun

3. enjoy enjoyment enjoyable

   a. The children's enjoyment showed on their faces. Noun

   b. Did Alan enjoy the game? Verb

   c. That book was enjoyable. Adjective (18 points)

4. The underlined word group in each sentence below is out of place. Rewrite each sentence, placing the modifier in its correct position, as close to the word or words it modifies as possible.

1. Luke propped it against the wall taking off his schoolbag. Luke, taking off his schoolbag, propped it against the wall.

2. Uniformly warm, Luke liked the temperature of Surreal.
   Luke liked the uniformly warm temperature of Surreal.

3. Splashing softly and monotonously on the rocky floor, the boys were startled by a little waterfall.

   The boys were startled by a little waterfall splashing softly and monotonously on the rocky floor.

4. To the bottom of the hill, he lost his balance and fell.
   He lost his balance and fell to the bottom of the hill.

5. Luke, with his long silky ears flopping as he bounded, was terrified by Bark.
   Luke was terrified by Bark with his long, silky ears flopping as he bounded. (5 points)

Level 21b Evaluation
Language Arts

Teacher's copy

5. Change the following statements into questions. For the first five, rearrange the word order so that the question starts with a form of the verb be. For the second five, use the question marker given at the end of the sentence to start the question.

1. Bimbo was always at Tito's side.
   Was Bimbo always at Tito's side.

2. Raisin cakes were always a special treat.
   Were raisin cakes always a special treat?

3. It was growing harder to breathe.
   Was it growing harder to breathe?

4. The millstones were turned by slaves or mules.
   Were the millstones turned by slaves or mules?

5. Eighteen hundred years later there were scientists restoring the ancient city.
   Were there scientists restoring the ancient city eighteen hundred years later?

6. Tito and Bimbo lived under the wall.
   (Where)
   Where did Tito and Bimbo live?

7. Once a year the caesar visited Pompeii.
   (When)
   When did the caesar visit Pompeii?

8. Bimbo would bring food every morning.
   (What)
   What would Bimbo bring every morning?

9. Because Tito was blind, he couldn't see any of the fireworks.
   (Why)
   Why couldn't Tito see any of the fireworks?

10. The citizens fled the crumbling city.
    (Who)
    Who fled the crumbling city?

(5 points)

Level 21b Evaluation
Language Arts Teacher's copy

6. Expand each sentence below by adding more words, clauses, or phrases. Rewrite each sentence on the lines below.

   1. He thought deeply. (Add a phrase)

   2. People pointed and laughed. (Add a clause.)

   3. There were many buildings. (Add some adjectives and a phrase.)

   4. He listened. (Add a phrase and a clause.)

   5. He was troubled. (Add an adverb and a clause.)

   (Answers will vary) (5 points)

7. The addition of the following suffixes changes adjectives and nouns to verbs. Read each sentence below. From the word list, select an adjecti adjective or noun and add the correct suffix to form the verb that fits best in that sentence. Write the newly formed verb in the blank.

   -en -fy -ize

   broad pure real solid strength

   1. Water will solidify at the freezing point.
   2. After a flood, you should purify all drinking water.
   3. I hope you realize the importance of neatness.
   4. The sidewalks were removed to broaden the road.
   5. Luke wanted to strengthen his muscles. (5 points)

Level 21b Evaluation
Language Arts Teacher's copy

B. Comprehension and Literary Skills

1. Match each idea in Column A with a contrasting idea from Column B by writing the letter of the contrasting idea in the blank.

Column A	Column B
e 1. The father rides and makes his son walk.	a. The cool, fresh air of the natural world amazed him.
d 2. Luke eagerly approached the opening.	b. "It's not good to take more than one pill."
a 3. The synthetic air system was the lifeblood of the city	c. "You have no hair, and you're wearing a mask."
b 4. "Have some more berries."	d. Eric hesitated to leave the security of Surreal.
c 5. "Is that a hat, that fur stuff you're wearing?"	e. "Since when do the old walk, and the young ride?"

(5 points)

2. Read the following statements and decide the amount of time involved in each. Select and underline this time span in the two phrases given after each statement. Then underline the clue words in the statement.

1. Almost with the first spadeful, Arthur Evans found a wealth of information.
   a. Right away b. Over several years
2. From time to time, clay tablets were unearthed.
   a. Over a period of time b. In a day
3. Year after year of digging revealdd a unique form af architecture.
   a. Over many years b. Right away
4. The city of Knossos must have ceased to exist almost overnight.
   a. In a week b. Immediately
5. During 1935 and 1936 Sir Arthur completed and published the rest of his study.
   a. Over two years b. Over a period of years
6. In the late 1800's Evans made many trips to Crete.
   a. During one year b. Over several years (6 points)

3. Listed below are statements from "The Dog of Pompeii." Next to each statement, put an H if it contains historical fact and an F if the statement is purely fictional.

H 1. Pompeii was one of the gayest of the old Latin towns.

H 2. The open-air theaters rocked with laughing crowds.

F 3. Tito has been blind since birth.

F 4. Tito never asked where the food came from.

H 5. The Forum was the part of town to which everyone came once each day. (5 points)

[illegible] structures.

[illegible])

C. Study Skills

1. Listed below are five reference sources that you may use in a library. Next to each source is an abbreviation for it. In the blank before each question, write the abbreviation that stands for the reference in which you would look first to find the answer.

atlas-A encyclopedia-E The Readers' Guide-R card catalog-C World Almanac-W

R 1. In what magazines published in 1973 did articles about archaeology appear?

C 2. What books about Sir Arthur Evans does your library contain?

A 3. What is the capital of Uganda, and is it a coastal city?

W 4. What were the major news stories of 1973?

C 5. How many books by Louis Untermeyer are in your library?

E 6. What European country once governed Brazil?

A 7. How many miles from the Greek mainland is the island of Crete?

E 8. What is known about Pompeii from its founding to the present? (8 points)

2. The following words are written in Pronunciation Key symbols. Rewrite the words in normal spelling and underline the letters that stand for the underlined sounds in the respelling.

1. nol′ ij	knowledge
2. plezh′ r	pleasure
3. ō′ shən	ocean
4. pā′ shənt	patient
5. gə räzh′	garage
6. wiz′ dəm	wisdom
7. kən fes′	confess
8. də zėrt′	dessert

9. skej′ úl schedule

10. sēn scene (5 points)

D. Composition

1. Usage

Here is a group of sentences that will help you find out if you know the standard usage for "be" words. Complete each sentence by writing a "be" word for each space.

I am usually a late riser in the morning, but this morning I was awake early. My father and I are going to tour the city parks with the mayor. Dad and the mayor are old friends. They were classmates in school.

Dad likes the mayor and is proud to be seen with him. He voted for his friend, and he is glad that his friend is the mayor. Mother, on the other hand, was very antagonistic toward the mayor. She didn't vote for him, and was sorry that he won the election. Needless to say, she is not going with us.

2. Pretend that you are involved in one of the following situations and write an account of what you think happened.

1. You are stranded in an unknown place after a plane wreck. The natives have never seen anyone like you. You have discovered a new culture! Describe these natives for the rest of the world.

2. You are digging in your backyard to plant a garden and discover objects from a civilization of ages past. What do you unearth, and what are the results of your discovery?

The correction for this account should be based upon the child's ability to express ideas in sentences with adequate attention given to spelling and punctuation appropriate for the level.

Recommended rating:

C = Commendable
S = Satisfactory
N = Needs Improvement

Suggested Spelling List
Level 21 E.S.

clue
cavern
nimbly
chasm
hoist
shingle
fleece
grisly
moor
coverlet
cave
wrinkle
scale
breakfast
edible
quicken
heather
moat
cathedral
stirrup
suspense
magician
foster
baron
postpone
knight

reign
quest
tournament
visor
poppet
dungeon
brier
knave
squire
page
permission
bully
mingle
guise
accomplice
truce
widen
proceed
boon
together
mute
bard
yelping
brooch

mercy
gift
companion
eggy
roost
drooped
cloak
wistfully
nuisance
perish
clasp
murmur
clarity
sake
comrade
lash
laden
practical
salary
hypodermic
chronicle
character
glimpse
inspire

----

caesar
stodgy
elegant
curious
comrade
bazaar
barometer
confident
actor
refuse
vapor
instrument
raisin
recount
acrobat
elaborate
tragic
tribe
culture
colony
compound
language
neighbor
unique
fascination
exhaust
dismount

Level 21

Supp. Reading - Riders On The Earth - Unit 5 - The Warriors

Alexander, Lloyd, The Book of Three. New York: Holt, Rinehart and Winston, Inc. The first of a series of books about the mythical land of Prydain finds Taran, an assistant pig-keeper, fighting with Prince Gwydian against the evil that threatens the kingdom.

_____ The Castle of Llyr. New York: Holt, Rinehart and Winston, Inc. A romantic note is introduced into the series as Taran goes to the rescue of Princess Eilonwy, held captive by a wicked enchantress.

____ The High King. New York: Holt, Rinehart and Winston, Inc. The fantasy of Prydain comes to a close in this volume, with Taran and Prince Gwydian leading a victorious army against Arawn Death-Lord and bringing an edd to the evil that had gripped the kingdom.

______ Taran Wanderer. New York: Holt, Rinehart and Winston, Inc. Taran sets out to learn the truth about his parentage. Though he does not secceed in his quest, he has many adventures and gains much wisdom.

Buehr, Walter, Chivalry and the Mailed Knight. New York: G.P. Putnam's Sons. The author describes the training and duties of knights, their weapons, coats of arms, and some of the femous orders of knighthood. He concludes with a chapter on the Battle of Crecy, which marked the beginning of the end of knighthood.

Bulfinch, Thomas, Bulfinch's Mythology: The Age of Fable; The Age of Chivalry; Legends of Charlemagne. New York: Thomas Y. Crowell Company. This is a famous and comprehensive source book of myths and legends.

Bulla, Clyde Robert, The Sword in the Tree. New York: Thomas Y. Crowell Company. Eleven-year-old Shan goes to Camelot to seek King Arthur's help when evil days befall. Life in the days of chivalry is vividly presented for pupils not yet ready for the Arthurian legend.

Cervantes, Miguel de, The Advantures of Don Quixote de la Mancha. New York: Alfred A. Knopf, Inc. Here is a flavorful version of the addled knight's adventures, amusingly illustrated.

De la Mare, Walter, Rhymes add Verses: Collected Poems for Children. New York: Holt, Rinehart and Winston, Inc. All of Walter de la Mare's poems for children are included in this beautifully designed and printed volume.

______ Come Hither: A Collection of Rhymes and Poems for the Young of All Ages. New York: Alfred A. Knopf, Inc. De la Mare compiled this anthology of his own distinguished poems, also providing an introduction and background notes.

Eager, Edward, Half Magic. New York: Harcourt Brace Jovanovich. Four children who can't afford a summer vacation find they can make magic, but they must make double wishes in order to get whatthey want.

______ Magic by the Lake. New York: Harcourt Brace Jovanovich. The Family in Half Magic finds that this time the magic derives from the lake near which they are spending the summer.

Glubok, Shirley, Knights in Armor. New York: Harper & Row Publishers, Inc. Beautiful pictures and descriptive text introduce children to knights and knighthood. This book tells how one became a knight and of the amusements, education, and responsibilities of knighthood. Descriptions are given of different styles of weapons, helmets, and body armor.

Grahame, Kenneth, The Reluctant Dragon. New York: Holiday House, Inc. A little boy makes friends with a gentle dragon and arranges a match for him with St. George.

Horizon Magazine. Knights of the Crusades. New York: American Heritage Publishing Co., Inc. A history of the crusades from 1095 to 1270, focused on the knights who led them. It is rich in reproductions of medieval art.

Hosford, Dorothy G., By His Own Might: The Battles of Beowulf. New York: Holt, Rinehart and Winston, Inc. Hrothgar's kingdom is falling apart because of the violence and destruction practiced by a monster called Grendel. Beowulf goes to the rescue.

Level 31

Supp; Reading - Riders On the Earth - Unit 5 - The Warriors (cont.)

Kingsley, Charles, The Heroes: Greek Fairy Tales. New York: The Macmillan Company. Stories of Perseus, who slew the Gorgon; of the Argonauts, who sailed after the famous golden fleece; and of Theseus, who slew the Minotaur, are told here in a version that is beautiful and compelling.

———— Theseus. New York: The Macmillan Company. The Greek hero, Theseus, finally succeeds in lifting the stone to secure the sandals and sword that prove his right to the throne of Aegeus. These objects lead him to victory-and tragedy.

Picard, Barbara Leonie, One Is One. New York: Holt, Rinehart and Winston, Inc. In the days of King Edward II, knighthood was the dream of all boys. Thirteen-year-old Stephen de Beauville, who lived at that time, runs away from the monastery and becomes a squire under a wise knight.

Pyle, Howard, The Story of King Arthur and His Knights. New York: Charles Scribner's Sons. In style and illustrations this introduction to the loftiest of medieval romances is worthy of its noble theme.

Serraillier, Ian, Beowulf the Warrior. New York: Henry Z. Walck, Inc. Mr. Serraillier retells the English verse epic of the warrior who in his youth delivered Hrothgar the Dane from the menace of Grendel, the monster. In his old age Beowulf fought his victorious but fatal battle against the dreadful dragon who ravaged the land.

Twain, Mark, A Connecticut Yankee in King Arthur's Court. New York: Harper & Row Publishers, Inc. In this burlesque of the historical romance of King Arthur, Mark Twain showed the evils that existed beneath the surface of chivalry.

White, Anne Terry, The Golden Treasury of Myths and Legends. New York: Golden Press, Inc. The heroic language and rhythm of epic literature are retained in these adaptations of Greek myths and the tales of Beowulf, Roland, and others. The illustrations are superb.

Level 31

Supp. Reading - Riders On the Earth - Unit 6 - The Warriors Ages Far Away

Barringer, D. Moreau, And the Waters Prevailed. New York: E.P. Dutton & Company, Inc. This is a good story about a Stone Age boy who is scorned because he predicts that some day there will be water over the dry land. The land referred to is now covered by the Mediterranean Sea.

Behn, Harry, Omen of the Birds. Cleveland: World Publishing Company. Set in the Etruscan city of Tarquinia, this novel tells how Prince Anil is warned about the dangers of the weak city of Rome. A vivid picture of the Greeks and Romans is provided.

Braymer, Marjorie, The Walls of Windy Troy: A Biography of Heinrich Schliemann. New York: Harcourt Brace Jovanovich, Inc. Following clues in Homer's Iliad, Schliemann devoted his fortune and ten years of his life to discovering the location of Troy. This is good fare for the serious archaeology buff.

Bulwer-Lytton, Edward George Earle, The Last Days of Pompeii. New York: Dodd, Mead & Company. This outstanding picture of the splendid and luxurious Roman society during the reign of Titus is based on Pliny's account of the eruption of Vesuvius. For the better reader.

Coatsworth, Elizabeth, The Hand of Apollo. New York: Viking Press, Inc. A Roman general sets a Corinthian captive free, and the lad takes refuge on a lovely island. This story of the ancient world takes place in 146 B.C.

Cottrell, Leonard, Digs and Diggers: A Book of World Archeology. Cleveland: World Publishing Company. The methods and achievements of famous archaeologists form the substance of this history of archaeology.

Edel, May, The Story of Our Ancestors. Boston: Little, Brown & Co. The author describes how anthropologists have used fossil finds to piece toghther the story of man's evolution. She also discusses the various theories concerning the origin of man.

Falls, C.B., The First 3000 Years: Ancient Civilizations of the Tigris, Euphrates, and Nile River Valleys, and the Mediterranean Sea. New York: Viking Press, Inc. This volume affords broad coverage of historical events and daily life in the Tigris and Euphrates valleys from earliest times to 14 A.D. The narrative is enthusiastic, and the colored maps and pictures are striking.

Glubok, Shirley, Art and Archeology. New York: Harper & Row Publishers, Inc. Readers are given a fascinating look into the past with magnificent pictures of the treasures of lost civilizations. The author tells how the art works were recovered.

Gregor, Arthur S., How the World's First Cities Began. New York: E.P. Dutton & Company, Inc. The gradual transition from wandering bands of hunters to small farming villages to the concentration of people in cities is traced in simple text with informative pictures.

Hall, Jennie, Buried Cities. New York: The Macmillan Company. The rediscovery of Pompeii and three other ancient cities becomes a treasure hunt through which we can imagine the daily life of the people in these centers.

Horizon Magazine. The Search for Early Man. New York: American Heritage Publishing Company, Inc. The evidence of early man found by archaeologists and anthropologists in southern France is described. The methods by which scientists reconstruct prehistory are discussed.

McDonald, Gerald Doan. A Way of Knowing. New York: Thomas Y. Crowell Company. This collection of poetry for boys is arranged under subjects of interest to all. It includes "When Did the World Begin?" by Robert Clairmont and "Pre-Existance" by Frances Cornford.

McGraw, Eloise J., The Golden Goblet. New York: Coward - McCann, Inc. A rousing adventure story set in anciet Egypt, this book features good period details and gives a vivid picture of life in Thebes.

Level 21
Supp. Reading - Riders On the Earth - Unit 6 - The Warriors (cont.)

Mead, Margaret, People and Places. Cleveland: World Publishing Company. A famous anthropologist introduces the reader to her specialty and shows what can be learned about man through the study of five groups: Eskimos, Plains Indians, Balinese, Minoans, and the Ashanti. She concludes by summarizing the ideas and needs common to all men.

Merriam, Eve, It Doesn't Always Have to Rhyme. New York: Atheneum Publishers. Children will enjoy these sixty fresh-spirited poems in free verse that often have inner rhymes and chimes.

National Geographic Magazine. Everyday Life in Ancient Times. Washington, D.C.; National Geographic Society. A painter and four archaeologists team up to recreate in words and pictures the everyday life in Mesopotamia, Egypt, Greece, and Rome.

Speare, Elizabeth G., The Bronze Bow. Boston: Houghton Mifflin Co. This is a moving story of early Christian times. Daniel, a young Jewish rebel who hated the Romans, slowly learned not to hate but to love. A Newbery Medal book.

Suggs, Robert C., Modern Discoveries in Archeology. New York: Thomas Y. Crowell Company. The following topics are ably discussed: methods of dating archaeological remains; recent digs in Crete, Iraq, and other areas; the discovery of the Dead Sea Scrolls; and investigantion of sunken ships in the Mediterranean.

Wilson, Barbara Ker, In the Shadow of Vesuvius. Cleveland: World Publishing Company. Two young children become slaves to a Roman senator. They accompany their master's family to Pompeii and escape when Vesuvius erupts.

OTHER SUGGESTED READINGS FOR LEVEL 15

Ciardi, John	THE REASON FOR THE PELICAN Nonsense verses and imaginative poems.
Lear, Edward	THE COMPLETE NONSENSE BOOK Contains both "The Book of Nonsense" and "Nonsense Songs and Stories."
Shakespeare, William	UNDER THE GREENWOOD TREE, SONGS FROM THE PLAYS
Perrault, Charles	ALL THE FRENCH FAIRY TALES Retold by Louis Untermeyer.
Grimm, Johann & Wilhel,	GRIMM'S FAIRY TALES
Haviland, Virginia, ed.	FAVORITE FAIRY TALES TOLD IN IRELAND Popular tales in attractive large-pring edition.
Credle, Ellis	TALL TALES FROM THE HIGH HILLS Lively tales from the Blue Ridge country of North Carolina.

Level 19

LANGUAGE ARTS
Level Report
Avon, Conn.

Middle School

Date______________________________

Dear Parent,

______________________________________has completed the Language Arts Skills taught at Level 18. The following is an overview of your child's next level.

Overview of Level 19

I. Language

A. Spelling and Semantics

1. Identifucation of new words
    - a. vocabulary related to literature units
    - b. vocabulary related to content areas
    - c. multiple meanings

2. Context Clues
    - a. Meanings
    - b. New Word from Reading

3. Word Elements and Structure
    - a. Review vowel sounds
    - b. Double Consonant Rules
    - c. Syllable Division for ck words
    - d. Single consonant after long vowel (open syllable) (closed syllable)

4. Word relationships
    - 1. Definitions

B. Syntax
- a. Review Morphemes
- b. Morpheme and syllables
- c. Noun Phrases
- d. Conjunctions

C. Mechanics
- a. Review apostrophe in possessive contstruction.
- b. Capitalization Rules
- c. Review simple sentences
- d. Compound sentences
- e. Comma
- f. Semi-colon
- g. Prounouns

II. Composition

A. Written Composition

- a. Paragraphs
- b. Haiku (descriptopn and descrptive poetry)

B. Spoken Composition

- a. Main Idea in Central Theme
- b. Detail

Overview of Level 19

III. Comprehension

- a. Introduce SQ3R
- b. Comprehending sentences and descriptive passages
- c. Locating fact-Recognizes transition words

IV. Literature Units

M.S.

Level 19

I. Language Skills

A. Spelling and Semantics
Students should be able to:

1. Identify
   - a. Develop sight vocabulary related to Literature used
   - b. Develop vocabulary related to subject areas
   - c. Notice multiple meanings through use of dictionary and glossary.

2. Use context clues
   - a. Determine meanings of new words in context of literat literature being studied
   - b. Determine meanings of words in subject areas
   - c. Share and use new words from independent study and reading.

3. Identify word elements and comprehend structure
   - a. Recall and use vowel sounds previously learned
   - b. Master the following principles of syllabication
     - (1) When double consonants are in the middle of a two-syllable word, the syllable division is usu usually made between the double consonants (sum/mer, scat/ter, con/nect)
     - (2) If the first vowel in a two-syllable word is followed by two or more different consonants, the first syllable usually ends after the first of the two or more consonants. (sil/ver, chil/dren, chip/munk)
     - (3) If the first vowel in a two syllable word is followed by the "ck" team, the first syllable usually ends with the "ck". (nick/le, jack/et, buck/et)
     - (4) If the first vowel in a two-syllable word is long long and is followed by just one consonant, the first syllable usually ends after the long vowel. (bro/ken, pu/pil, la/bor)
     - (5) If the first vowel is short in a beginning syllable, the syllable usually ends with the consonant which follows the vowel. (bal/ance, tel/e/gram, mod/ern)

4. Understand word relationships
   - a. Define words used in literature studied
   - b. Become familiar with synonyms for known words

II. Comprehension - Students should be able to:

A. Understadd the SQ3R reading method in relation to material in content areas.

Survey - overview headings, subheading and summaries

Question - student decides on purpose for reading material

Level 19

M.S.

Read - read at rate appropriate for specific material

Recite - student mentally recalls main ideas of reading material

Review - review material read

B. Comprehend bhe structure and meaning of a sentence
   1. Locate and understand core thought in a specific word, phrase or sentence.
   2. Interpret questions
   3. Understand negative statements
   4. Understand thought units in compound sentences
   5. Listen to descriptive passages and locate vivid word expressions(e poetry, descriptions of scenery)

C. Locate
   1. Develop ease in locating facts in a presentation
   2. Place facts in logical order
   3. Recognize transition words as a signal of change in t time, place or order

D. Syntex (study of grammatical structure)
   Students should be able to:

   1. basic definition and application of definition
      a. Inflectional morphemes
         (1) plural (3) pres. past
         (2) possessive (4) part.
      b. Derivational morphemes
         for example: ful - to make an adj. form
         en - to make verb form
         to make adj. form
   2. Differentiate between morpheme and syllable

   3. Identify and utilize noun phrases
      a. Kinds of determiners
      b. Kinds of nouns
      c. Functions of nouns in sentences
         (1) subject
         (2) direct object
)3) complement after be

   4. Understand the function of coordinating conjunctions "and" & "but".

E. Mechanics
   Students should be able to:

   1. Apply use of apostrophe in possessive construction
   2. Recall capitalization rules for proper nouns
   3. Recoginze and use construction of simple sentence
      a. with simple subject & simple predicate
      b. with simple subject & compound predicate
      c. with compound subject & compound predicate
   4. Construct compound sentence
   5. Utilize comma before conjunction in a compound sentence.
   6. Apply the use of semi-colon to replace comma & [illegible] conjunction in a compound sentence.

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M.S.

Level Test - Level 19

BEST COPY AVAILABLE

Spelling and Semantics
Long/ Short vowels

Say the followigg words to yourself. In the blank following each word, write Sh for short or L for long for the vowel sound in the accented syllable. 10 points (1x)

1. bellow Sh
2. blackness Sh
3. chicken Sh
4. peeking L
5. faded L
6. music L
7. happily Sh
8. public Sh
9. fireplace L
10. possible Sh

Divide the following words into syllables by drawing a slashę. Then write the number of syllables the word contains in the blank before the word. 10 points (1x)

2 dis/mal

2 un/kind

3 fire/place

1 ha/tch

u2/cun/cle

3 hap/pi/ness

2 sil/ver

3 ra/di/o

2 lec/ture

1 sauce

Read and examine each word carefully. In the blank before each word write the number of morphemes it contains. 10 points (1x)

3 fathers'

2 nicer

2 teeth

2 hunter

2 moves

2 looked

2 taller

2 boy's

2 spoke

1 river

Underline the nouns in the paragraph below, using determiners, plural endings, and position as clues. 20 points(approx. 1x)

There was a new surprise. Mary Bean served scrambled eggs, along with home-canned vegetables, generous slices of baked ham, and some fried chicken left over from the day before. Little Jon ate ravenously, but he refused to touch the ham and chicken. Mary Bean sat down. Little Jon was aware of her growing bewilderment as she stared at him. His own confusion matched hers. But he fought

M.S.

7. Work with the use of pronouns
    a. subject
    b. object
    c. reflexive

8. Recall:
    a. Here is - Here are
    b. There is - There are
    c. Don't - Doesn't

III. Composition

A. Written composition - Students should be able to:
1. Use simple and compound sentances for variety within a paragraph
2. Write paragraphs of description and descriptive poetry, utilizing vivid word choices:
    a. alliteration
    b. onomatopoeia
    c. simile
    d. metaphor
    e. hyperbole

3. Utilize Haiku as a descriptive form of writing

B. Spoken composition - Students should be able to:

1. Recognize and use a main idea and a central theme
2. Organize details into a logical, sequential order.

Suggested Activity

1. Have students prepare and tape brief talks on general topics. Play them back to recognize which sentence is a topic sentence and which are supporting details

2. Have students select a process which they can explain. Let them mix up the order and lead an oral discussion with the class about the importance of correct sequence.

M.S.

Level Test - Level 19

Underline the main idea in each of the following paragraphs.
(9 points (3x)

1. Never swim alone. Stay in shallow water until you can swim well. Never dive hedd first into water until you know how deep it is. Leave the water when you feel tired or chilled. When swimming, remember these safety rules that may save your life.

2. Basketball is a fast-moving sport. There never seems to be a dull moment in a basketball game. The players keep moving from one end of the court to the other, sometimes with lightning speed. Each time one team makes a basket, the other team gets the ball. Both teams try to score as many points as they can as quickly as they can.

3. In every country in the world, children love to play games. For example, girls play hopscotch in France as will as in the United States. Boys and girls in Australia make trick figures out of string. Children all over the world play soccer. Tag is another popular game.

Rewrite the following pairs of sentences into one sentence with a compound subject. 14pts. (2x for sentence; 1x for comma)

a. The girls were tired.
b. The boys were tired. The girls and boys were tired.

a. The soldiers were angry.
b. The sailors were angry. The soldiers and sailors were angry.

Rewrite the following pairs of sentences into one sentence with a compound verb.

a. The dogs run
b. The dogs play The dogs run and play.

b. Harold brought the bat
Harold brought the ball Harold brought the bat and ball.

Rewrite the following pairs of sentences into one compound sentence. Punctuate correctly.

a. They had a long way to go They had a long way to go, and it
b. It was getting dark was getting dark.

a. Tom has a basketball Tom has a basketball, and Steve
b. Steve knows where we can play knows where we can play.

In the blank before each of the following sentences, write S of the sentence contains a simile and M if the sentence contains a metaphor. Underline the two things being compared. 10 points(2x)

1. S Jon dashed away like a streak.

2. M The cave was the gate to another world.

3. S She had a fleshy face, with small, shrewd eyes as hard and round as creek peebles.

M.S.

it down while his mind sorted the new words he was learning..

---

18 pts. (1x for sequence, 1/2 x for underlining transition)

The following sentences are not arranged in order. Read each group of four sentences and number the sentences in the order each event happened. The sentence that starts the sequence is identified for you. Once you have ordered each set then go back and underline the transitional words of time(find words which help you order the events.)

1. 2 "You know what I wish?" he asked. "I wish it was July and werwere all at the lake."

2. 3 Mrs. Johnson and the three children all interrupted at once, saying, "so do I!"

3. 1 On a cold February day, Mr. Johnson looked at snow and sighed.

4. 4 Later that same day, they all sat down to make plans to camp at the lake in July.

5. 5 A month before they went camping, Mr. Johnson ordered a new sleeping bag.

6. 6 "Boys, we're camping in two weeks, so let's check the tent," said Mr. Hohnson.

7. 8 Everyone packed his own suitcase the day before the family left for the lake.

8. 7 Sally and her mother bought canned goods a week before the camping trip

9. 10 When they got to the lake, they drove around looking for a good campsite.

10. 12 The first evening they sat around the campfire and looked at the stars.

11. 11 The boys and Mr. Johnson set up the tents before the family did anything else.

12. 9 Before they got to the lake, they stopped to buy eggs and milk.

13. 13 The next morning, right after sunrise, the boys caught some lake perch.

14. 16 The three children went swimming and collected rocks before supper

15. 15 After the breakfast dishes were washed, the family hiked up the mountain.

16. 14 Sally said, "We should have fish for breakfast often."

MS

Level Test - Level 19

4. __M__ Some people want to make life such an ugly game.

5. __S__ The rock was broken by a force as strong as a lightning bolt.

Level 20

LANGUAGE ARTS
Level Report
Avon, Conn.

Middle School

Date________________________

Dear Parent,

________________________has completed the Language Arts Skills taught at Level 19. The following is an overview of your child's next level.

Overview of Level 20

I. Language

- A. Spelling and Semantics
  1. Identification of new words
     - a. vocabulary related to literature units.
     - b. vocabulary related to content areas
     - c. Dictionary and Glossary
  2. Context Clues
     - a. Meanings
     - b. New Words from Reading
  3. Word Elements and Structure.
     - a. Principles of Syllabication
     - b. Suffixes'
     - c. Root Words
  4. Word Relationships
     - a. Definitions
     - b. New words in oral and written composition
- B. Syntax
  1. Verb Phrases
  2. Review construction of morpheme strings
- C. Mechanics
  1. Review Punctuation
  2. Review Capitalization
  3. Review Compound Sentences
  4. Past Tense and Past Participle
  5. Irregular verbs
  6. Comparison of adjectives

II. Composition

- A. Written Composition
  1. Verb Tense within a sentence
  2. Story line
  33. Clear Conslusion
  4. Range of use of adjectives - verbs - adverbs
  5. Write short narrative prose
  6. Write short dialogue
- B. Spoken Composition
  1. Ability to recognize inductive and deductive reasoning
  2. Cause dnd Effect

Overview of Level 20

III. Comprehension

   A. Main Idea
   B. Outline
   C. Chronological order
   D. Author's plan.

IV. Literature Units

M.S.

Level 20

I. Language Skills

A. Spelling and Semantics - Students should be able to:

1. Identify new words
    - a. Develop sight vocabulary related to Literature used
    - b. Develop vocabulary related to subject areas
    - c. Notice multiple meanings through use of dictionary and glossary

2. Use context clues
    - a. Determine meaning of new words in context of literture being studied
    - b. Determine meanings of words in subject areas
    - c. Share and use new words from independent study and reading

3. Recognize word elements and comprehend sentence structure
    - a. Recall and apply principles of syllabication mastered on level 19
    - b. Continue mastery of principles of syllabication.
        - (1) Prefixes re-, pre-, and in- are usually separate syllables(re/turn, pre/hib/it, in/side)

        - (2) The suffixes -ly, -ing, and -ment are usually separate syllables(state/ment, play/ing, in/ci/dent)

        - (3) When a suffix is added to a word, it is considered a syllable if it is sounded. (pleas/ing, liv/able, dan/ger/ous)

        - (4) When "-ing" is added to a root word which ends in a double consonant, the division is not made between the twin consonants. The root word will form one syllable and the "-ing" will form the last syllable. (swell/ing, thrill/ing, yell/ing)

        - (5) If a word ends in -dle, -tle, -ble, -gle, -ple, -fle or -zle, the ending is usually a separatete syllable. (puz/zle, drib/ble, sprin/kle)

4. Comprehend word relationships
    - a. Define words used in literature studies.
    - b. Use new words in oral and written composition.

B. Syntax(Study of grammatical structure) - Students should be able to:

1. Expand verb phrases in the following ways:
    - a. Tense morpheme - present- past
    - b. Expanding predicate with be + ing
    - c. Expanding predicate with have + part.
    - d. Expanding predicate with modals.

2. Constuct morpheme strings

MS.

C. Mechanics - Students should be able to:

1. Recall and apply punctuation rules for dialogue
2. Recall and apply capitalization rules for dialogue
3. Recall and apply compounding of sentence parts and sentences
4. Recall add apply regular(weak) verb past tense and past participle
5. Recall and apply irregular(strong) verb past tense and past participle
6. Recognize the differences in usage between
   a. Sit - Set
   b. Rise - Raise

7. Construct comparison of adjectives

II. Comprehension - Students should be able to:

A. Recognize main thought of selection

1. Recognize key sentence in a selection
2. Differentiate between general and specific terms
3. Locate main idea in first sentence of a paragraph
4. Locate main idea in last sentence of a paragraph
5. Outline a selection by using the main idea and details
6. Listen for main idea in a selection
7. Listen to a given part of a story and determine what should follow next.

B. Recognize and use chronological order

1. Recognize key words indicating time change.(before, until, after, while, then, next, already)
2. Recognize time order in longer selections
3. Retell incidents after listening to only a part of a selection
4. Listen to step in a process, they must then repeat that step and add a new step. Process continues according to students' ability to recall.

C. Recognize author's plan behind the paragraph

1. Identify paragraphs of explanation
2. Identify paragraphs of comparison
3. Identify paragraphs in dialogue
4. Summarize a paragraph

D. Recognize author's plan behind an oral presentation

1. Identify main idea from several given
2. Select a title for the selection
3. State main idea in student's words

M.S.

Level 20

III. Composition

A. Written composition - Students should be able to:

1. Use the following techniques in writing
   a. Clear introduction
   b. Consistent verb tense within a sentence
   c. Continiuty of story line
   d. Clincher sentence or clear conclusion

2. Expand his range of vivid word choices including:
   a. Adjectives
   b. Verbs
   c. Adverbs

3. Write short narrative prose selections

4. Write short dialogue selections

B. Spoken composition - Students should be able to:

1. Speak with clear, exact and vivid language
2. Recognize inductive and deductive reasoning - cause and effect as class discussion skill.

Suggested Activities:

1. Have the students write a dialogue about an argument that involves pushing and shoving. Tape the dialogue and replay it to discuss the use of vivid word usage

2. Place on the board a clear definition, with examples, of i inductive and deductive reasoning. Read aloud a detective or mystery story and have the students locate and identify the types of reasoning used.

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Level Test - Level 20

Spelling 5 points

1. Examine each of the words below and determine whether it has a prefix or suffex. Underline the prefixes add suffixes you find.

produce
sadley
quietly
thankful
induction

renounce
nonsense
antiwar
reduce
statement

2. Divide the following words into syllables by making slashes. 5 pts.

play/ing
sick/ly
pleas/ing
dan/ger/ous
gig/gle

sprin/kle
peo/ple
re/pair
pro/gram
in/ci/dent

Syntex

Write the following morpheme strings as sentences. 10 points

1. We + pres. + wait
We wait

2. You + Past + be + kind
You were kind.

3. I + pres. + be + careful
I am careful.

4. She + pres. + be + ing + look + pleasant.
She is looking pleasant

5. John + past + have + part. + eat + a + apple
John had eaten an apple

6. Elizabeth + past + may + eat + a + pie
Elizabeth might eat a pie.

7. We + past + can + see + it
We could see it

8. Sam + past + feel + happy
Sam felt happy

9. Ron + pres. + watch + the + show
Ron watches the show

10. Tim + past + will + play + ball
Tim would play ball.

M.S.

Level 20

Materials

A. Required

1. Riders on Earth - Holt, Rinehart and Winston, Inc.
   Unit 3 and 4
   - a. Text
   - b. Workbook
   - c. Satellite Books - Unit 3: Sea Creatures
     Living Underwater
     Unit 4: American Sculpture
     About Faces
   - d. A.V. Materials
     1. Recordings - Unit 3 "In a Million Years"
        "A Fishy Square Dance" - Pearl Buck Interview
        Unit 4 "National Gallery of Art"
     2. Sound Filmstrips
        Unit 3: To the Ocean's Depths
        Cues in Words and Sentences
        Unit 4: Making Movies

2. Literature Units(American Book and or Teacher Made)

B. Alternate Language Arts Program - approval of Language Arts Department

C. Supplementary Materials

1. Language
   - a. Holt, Rinehart and Winston, Inc. - The Arts and Skills of English - Book 6
     (sample copies of workbooks)
   - b. Laidlaw - Discovery in English - Book 5
     Progress in English - Book 6
     activity sheets and tests
   - c. Scott Foresman - Language and How To Use It-Book 5 and 6
   - d. Harcourt Brace and World - The Roberts Series - Book 5 and 6
   - e. Random House - The Aware Kit(Poetry)
     (activity cards - poetry booklets. Tapes-braille cards)
   - f. Ginn - Read Better - Learn More-Books A-B-C
   - g. Lippincott - Reading For Meaning - Book 6
   - h. Paperback
     1. Scholastic Individualized Reading Kits
     2. Limited copies of assorted paperbacks
   - i. Harper - Row - Reading in the Content Areas
   - j. Random House - Skill Center - Activity Cards on Spelling, Punctuation, Usage, Vocabulary

2. Spelling
   - a. 220 Basic Dolch List
   - b. Scott Foresman - Spelling Our Langage - Book 6

3. Handwriting
   Scott Foresman - Writing Our Language - Book 6

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Level 20

4. Enrichment Materials
   - a. Lyons and Carnahan - The New Phonics We Use D-E-F-G
   - b. Barnell Loft Ltd. Specific Skills Series D-E-F-G (Main Idea - Sequence - Context, Following Directions - Locating the Answer, Getting the Facts - Drawing Conclusions)
   - c. Teacher Made Materials (See Activities Section of Guide)
   - d. Library filmstrips and tapes (See A.V. Section of Guide)
   - e. S.R.A. Reading Lab IIC IIIA
   - f. Duplicating Masters
   - g. Dictionary and Encyclopedia
   - h. Scott Foresman - Open Highways B

M.S

Level Test -- Level 20

In the following sentences choose the correct form of raise or rise to fill each blank

1. Inspite of a broken arm, I raised myself
2. Rising early in the morning is not always easy
3. The brook is rising rapidly
4. The curtain rose and the show began
5. The custodian raises the flag every morning

Composition

In the following sentences show the underlined word or phrase as an adjective phrase, verb phrase or adverbial phrase, and then write a word or phrase to replace the underlined word which is more vivid or specific. 10 points

Example: The two year old walked down the beach. verb phrase toddled

1. John could smell the nice scents of the earth________ __________
2. There were many thoughts behind his words.__________ __________
3. He moved along holding his injured leg.____________ __________
4. The two boys acting as detectives, finally found the old chair in the house.
   ____________ ____________
5. The children played hopscotch outside. __________ __________

Comprehension

Words like before and after may be clues to time relationships Read each sentence and the question that follows it. Then answer the question by writing before or after on the line. 10 points

1. Before the man crossed the busy street, he stopped and looked both ways.
   Did the man cross the street before or after he looked both ways? after
2. After Jan got to the library, she remembered that she had left her library card on top of the bookcase at home.
   Did Jan miss her library card before or after she got to the library? after
3. While Mrs. Williams waited for the dinner to cook, she polished the silver.
   Did she polish the silver before or after the dinner was ready to eat? before

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IMS.

Level Test - Level 20

Each sentence below contains a direct quotation. Write in the quotation marks and other marks of punctuation where they are needed. 10 points

1. " I found your ticket, " said Terry.
2. Al asked, " Whose book is this?"
3. " Do you think," asked Joe," that we will be late?"
4. "Four days ago, I told Mary about the show," said Alice.
5. The teacher said," Albert, you will hang by your thumbs if you continue to chew gum."

Fill in the blanks in the following section with the correct form of the word which follows the blank. 10 points

1. We drove (drive) eighty miles yesterday
2. Amy brought (bring) a tall silk hat for the play.
3. Marcia did (do) three arithmetic problems before supper
4. Bells soon began (begin) to ring in the steeple
5. It was written (write) before the assignment was due.
6. Diane saw (see) the dog run into the street.
7. Eleanor took (take) the visitors to the gym last week
8. Since I got my new bicycle, I have ridden (ride) to the lake and back three times
9. Gold which had been stolen (steal) by Captain Kidd in 1698 was found buried on a deserted island
10. If you thought your nose had frozen (freeze), you wouldn't have finished the shoveling either

Circle the correct word in each of the following sentences. 10 points

1. I just ([✓ sat], set) and watched the game.
2. (Setting, [✓ Sitting]) in the bus terminal, I fell asleep.
3. Josh had (sat, [✓ set]) the big chair against the door
4. After dinner, we usually ([✓ sit], set) around the table talking
5. We ([✓ sat], set) in the movies for two shows

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Level Test - Level 20

4. When Mr. Stearns pulled his wallet out of his pocket, his car keys fell on the floor.
Did the keys drop before or after Mr. Stearns reached for his Wallet? after

5. The puppy barked at the new toy, and then he ran around it.
Did the puppy run around the toy before or after he barked at it? after

6. Since Sally lost ten pounds, she says she isn't as tired as she used to be.
Was Sally more tired before or after she lost ten pounds? before

7. After the typist folded all the letters, she put them in envelopes and then scaled and stamped the envelopes.
Did the typist stamp the envelopes before or after she put the letters in them? After

8. Until John knows all the facts, he will not make any decision on the matter.
Will John make his decision before or after he knows the facts? after

9. As soon as Mr. Brown finished painting the house, he began to paint the gutters.
Did Mr. Brown paint the house before or after he painted the gutters? before

10. Whenever Greg goes to see a movie, he buys popcorn the minute he walks in the door.
Does Greg buy popcorn before or after he sees a movie? before

Circle the letter of the line which is the best conclusion that can be drawn from the information given in each selection. 8 pts.

1. Dad was asking Mother some perfectly innocent questions about the new boy at school when he noticed that my sister's face had suddenly become flushed. She had stopped eating and appeared to be strangly interested in the spoon that she was still holding in her hand.
   A. She felt rather strongly attracted to the boy
   b. She was interested in the design on her spoon
   c. She felt embarrassed when questions were asked about the boy
   d. She was very angry with the boy
   e. She stopped eating because she was not hungry.

2. It had been a very quiet and respectable neighborhood until the Wrights moved in with their son Danny
   a. Danny was an habitual delinquent
   b. He was always full of fun and his laughter was loud
   c. He frequently disturbed the neighbors in some way
   d. He disliked quiet neighborhoods and resented all the quiet neighbors
   e. He was a bully who frighten the other children

Level Tests - Level 20

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Outlining is a technique for grouping related items. The most important items are main headings. Subheadings are less important items that are listed under the main heading.
Below are two partial outlines with the main headings given. Above each outline is a list of subheadings. Read the items listed and then write each item on a line below the main heading to which it is related. In formal outlines like these, the forst letter of each subheading is written as a capital letter. 12 pts.

apples beets cherries grapes
beans bananas cucumbers potatoes

I. Vegetables
    A. beans
    B. beets
    C. cucumbers
    D. potatoes
II. Fruits

    A. apples
    B. bananas
    C. cheeries
    D. grapes

peaks shells surf timber line
sand snow tide valleys

I. Seashore
    A. sand
    B. shells
    C. surf
    D. tide

II. Mountains
    A. peaks
    B. snow
    C. timber line
    D. valleys

Listening Skills: Teacher should read the following action paragraphs. Students should then be asked to put the main events in proper sequence.

____The horse tries to dismount his rider

____The men try to catch the horse by his halter shank

____Place-winners are decided

____The bronc is saddled

______Chutes swing back and out come six broncs

____Pickup men rescue riders stranded on broncs.

____The rider mounts the horse

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Level Test - Level 20

The wild-horse race is one of the most exciting events. The chute gates wing back and six broncs plunge out with nothing but halters on. Each of six three-man teams(each rider-to-be has two helpers) tries to catch one of the horses, saddle him and put its rider aboard to cross the finish line. Roping is not allowed; the men must catch the horse by his halter-shank - a risky business, in view of what rearing broncs, flailing out with their forelegs, can do to a man. One of the two helpers, his heels grimly dug in, anchors the horse while his partner tries to saddle him.

The bronc snorts with rage as he feels the saddle drop on his back. He plunges; and fights. The cinch is pulled tight by the third cowboy, whose next job is to get into the saddle. Now , a bronc tries to wipe off his rider and carries him murderously into a wire fence. Over by the chutes, two horses collide. One goes down and for a moment your heart stands in your throat. After the placewinners have been decided, pickup men gallop in to take off any rider who may be stranded on the back of his horse.

Level 21

LANGUAGE ARTS
Level Report
Avon, Conn.

Middle School

Date______________________________

Dear Parent,

______________________________has completed the Language Arts Skills taught at Level 20. The following is an overview of your child's next level.

Overview of Level 21

I. Language Skills

- A. Spelling and Semantics
  - 1. Identification of new words
    - a. vocabulary related to literature units
    - b. vocabulary related to content areas
    - c. Dictionary and Glossary.
  - 2. Content Clues
    - a. Meanings
    - b. New Words
  - 3. Word Elements and Structure.
    - a. Review principles of syllabication
    - b. Mastery of principle of syllabication
  - 4. Word Relationships
    - a. Definitions
    - b. Synonyms in oral and written composition
- B. Syntax
  - 1. Kernel Sentences
    - a. Noun phrases
    - b. Four kinds of sentences
  - 2. Transformation of kernal sentences
    - a. Negative transform
    - b. Types of Questions
- C. Mechanics
  - 1. Review punctuation of kinds of sentences
  - 2. Comma
  - 3. Outlining - ordering ideas or information
  - 4. Comma - prepositional phrases - direct address
  - 5. Comparison of adverbs

II. Composition

- a. Written Composition
  - 1. Simple and Compound Sentences
  - 2. Review use of vivid word selections
  - 3. Develops paragraphs of comparison and contrast
- b. Spoken Composition
  - 1. Descriptive phrases
  - 2. Parts of Poetry

Overview of Level 21

III. Comprehension

1. Related Ideas
2. Inference
3. Organizing and Remembering Information
4. Differentiated Reading and Listening

IV. Literature Units

MS

Level 21

I. Language Skills

A. Spelling and Semantics - Students should be able to:

1. Identify new words by
   a. Developing sight vocabulary related to literature used
   b. Developing vocabulary related to subject areas
   c. Notice multiple meanings through use of dictionary and glossary

2. Use contect clues to
   a. Determine meanings of new words in context of literture being studied
   b. Determine meanings of words in subject areas
   c. Share and use new words, from independent study and reading, in class.

3. Identify word elements and structure by
   a. Reviewing principles of syllabication covered on levels 19 and 20
   b. Continuing to mastery of principles of syllabication.
      (1) words that end in "-ckle" have the -le as the syllable. The first "C" is silent and the "K" goes with the first syllable (tick/le, knuck/le, tack/le)

      (2) When -ed is added to a word that ends in "t" or "d", the -ed is a separate syllable and is pronounced as (Ed) (want/ed)

      (3) When -ed is added to a word that does not end in "t" or "d", the -ed is not a separate syllable and so has the sound of (t) or (d) (proved)

      (4) Although two consonants are usually divided when they come together (the first consonant going with the first syllable), no division is ever made between the consonants which are joined together to make one sound. (pur/chase, in/quest)

4. Identify word relationships
   a. Study definitions of words used in literature studied
   b. Use new words and their synonyms in oral and writted composition.

B. Syntax(Study of grammatical structure) - Students should be able to:

1. Concentrate work on kernel sentences
2. a. a noun phrases
      (1) as subject of kernel sentence
      (2) as direct object of a verb
      (3) as complement of a verb
      (4) as object of preposition

[illegible]

[illegible]

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MS.

- b. Recognizes the four kinds of sentences
  - (1) declarative
  - (2) exclamatory
  - (3) imperative
  - (4) interrogative

2. Understand the concept of transformations on kernel sentence
   - a. Negative transform
     - (1) negative with be + ing
     - (2) " with have + part.
     - (3) " with modals + a verb
     - (4) " with do + a verb
   - b. Yes/No ques.
     - (1) with be + ing
     - (2) have + part
     - (3) modals + do with a verb.
   - c. Where questions
   - d. When questions
   - e. How question
   - f. What or who/whom questions

C. Mechanics - Students should be able to:

1. Recall and apply punctuation for four kinds of sentences
2. Apply the comma to be used after yes or no, and other introductory words, at the beginning of a sentence
3. Use outlining as a method of odering ideas or information
4. Apply the comma to set off prepositional phrase at beginning of a sentence.
5. Apply the comma to set off non-restriction prepositional phrase within a sentence
6. Use commas to set off interrupters in a sentence
7. Use commas to set off nouns of direct address
8. Recall and apply
   - a. Lie - Lay
   - b. Let - Leave
9. Use adverbs of comparison

II. Comprehension - Students should have the ability to

A. Relate Ideas by
1. Understand contrast through apposites and differences
2. Recognize clues that more information is coming (in addition,besides, furthermore, moreover)
3. Listen to directions of how, when, and where a task must be performed, the materials to use and any alternatives he might need to take to carry out directions

B. Infer by:
1. Recognizing clue words that signal comparisons (like, as)
2. Recognizing direct and indirect statements
   - a. direct: John walked through the crowd
   - b. indirect: John threaded his way through the crowd (correlate to vivid word choices on composition level.)

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Level 11

3. Developing ability to visualize pictures in students minds. ie - a cowboy on a horse
   - cowboy riding horse on plains
   - cowboy on horse roping steer
4. Recognizes the following types of inferences
   a. about people
   b. from actions
   c. about characters
   d. about background
   e. in a narrative
   f. based on evidence
5. Recognizing comparisons when signal words (line, as) are missing
6. Recognizing exaggerations- stretching the truth
7. Recognizing sarcasm

C. Organize and remember information by
   1. Locating purpose of chapter
   2. Ability to preview a selection
   3. Use outline as a study guide
   4. Listening to story of three or four clear parts and state main ideas in outline form

D. Differentiated Reading and Listening by
   1. Skimming through a list for needed information
   2. Locating key words and phrases in a selection
   3. Formulate main ideas when not directly stated
   4. Locating appropriate elections

III. Composition

A. Written composition - Students should be able to:

   1. Recall and apply the use of simple and compound sentences for variety in writing.
   2. Recall and apply the use of vivid word selections in writing.
   3. Develop coherence in paragraphs:
      a. chronological order
      b. order of importance
      c. order of location

   4. Develop paragraphs of comparison and contrast.

B. Spoken composition - Students should be able to.

   1. Use vivid words for descriptive phrases
   2. Recognize of the most salient parts of a story to be related and proper development of them to capture interest.

Suggested Activities:

1. Place "plain" sentences on the board - ex. Mary walked into the room, and have the students volunteer words which would more accuately describe the action

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2. Illustrate, through pictures of photographs, two things which are simuliar -ex. two men , and have the students utilize descriptive phrases which will focus on the differ differences between the two pictures.

3. Use a story containing the mood of suspense and show how proper development of detail builds up this tension. Then have the students prepare an oral story relating an incident of their own Emphasize visual desvriptions and good sequence of events.

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M.S.

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Level Test - Level 21

Spelling and Semantics

Divide the following words into syllables by making slashes. (10 pts.)

1. tickle	6. duchess
2. ended	7. knuckle
3. laughed	8. hovered
4. rafter	9. machine
5. nickle	10. either

Syntax

Underline the noun phrase in each of the following sentences and indicate on the line at the left of the sentence the function served by the phrase. Use S for subject, DO for direct object, C for complement, and OP for object of a preposition. (If more than one noun phrase appears in a sentence, indicate all of them.)

_____1. John ran too quickly and tripped.

_____2. She bought her favorite book.

_____3. Tom laughed loudly at the clown.

_____4. Ryan is our new class president.

_____5. The little boy with red hair sat very quietly.

Classify each of the following sentences. On the line at the left, write D for declarative, E for exclamatory, I for imperative, and IN for interrogative. (6 points)

_____1. Go to the store now.

_____2. How much homework do you have?

_____3. The brook ran all the way through the forest.

_____4. What a beautiful day!

_____5. The center jumped and tapped the ball.

_____6. Don't read that book.

Transform the following sentences into negative sentences. Write your negative sentence on the line following the printed one. (10 pts.)

1. It is raining hard.

____

2. The dog has run away three times.

____

3. The book was put on the shelf.

____

MS

4. The three blind mice had frightened the woman.

____

5. Pete does have three dogs.

____

6. The girls have done all the sewing.

____

7. They will go to the movies alone.

____

8. I may go with you.

____

9. John will have seen it first.

____

10. The sun had shone for days.

____

Supply, in the blank at the beginning of each sentence, the word that will make the question complete and most logical. The words you may use are: whom whom, where, when, how, what. (7 pts)

1. ____________ are you scolding?

2. ____________ can he finish without the proper tools?

3. ____________ did you buy?

4. ____________ saw the first robin last spring?

5. ____________ did she arrive?

6. ____________ has be gone now?

7. ____________ can I call to help with the car?

Mechanics & Usage

Punctuate each of the following sentences correctly. (There may be punctuation needed within the sentence as well as at the end.) (11 pts.)

1. No, don't go.

2. Why can't I go?

3. I don't want to be left alone, and I want you to stay.

4. Jane, we can't just sit here all afternoon.

5. I know, in spite of what you think, that it's silly, but I really don't feel good.

6. Nonsense, it's just your imagination.

Level Test - Level 21

7. Oh, Mother!

8. With a game tonight, you simply can't mope around all day.

9. By tonight I'll be all right.

10. How are you, with all your aches and pains, going to do all that running around?

Write in the blank at the left of each of the following sentences the form of lie or lay which will correctly complete the sentence. (5 pts.)

Lay 1. _____the book on the table.

laid 2. I _____it there yesterday, and it got last.

lying 3. All right, it's _____on the table; let's see if it will be there in the morning.

laid 4. In the morning it will be right where you have_____ it now.

lain 5. Are you saying that it will have_____there all night, not being moved by anyone?

Write in the blank at the left of each sentence the correct form of let or leave. (5 points)

let 1. Hohn, _____the book stay right where it is.

leave 2. How can we _____it there? We need the table for our game.

letting 3. What game? Who's _____you use that chess set?

left 4. Nobody. It was just _____here, so I thought I could use it.

leave 5. Well, _____it alone.

In the columns below write the comparative and superlative forms of the adverbs listed at the left. (5 pts.)

Positive	Comparative	Superlative
Beautifully	More beautifully	most beautifully
Well	better	best
Badly	worse	worst
Truly	more truly	most truly
Fast	faster	fastest

M.S.

Level Test - Level 21

Arrange the following information in:

A. Chronological order
B. Order of importance
C. Order by location (10 pts.)

Facts:

1. Nancy Fleming Crowned "Miss America" in Atlantic City - Sept. 10, 1960.
2. N.Y. Times voted best newspaper in America in N.Y.C. - Feb. 1, 1961
3. Democrats nominated John Kennedy in Miami - July 13, 1960
4. U.S. shot a chimpanze into space and recovered him (Florida) - Jan. 31, 1961.
5. John Glenn the first human in space, orbited the earth 3 times in a space rocket (Florida) Feb. 20, 1962.
6. To Kill A Mockingbird published in N.Y.C. - July 11, 1960.
7. John Kennedy inaugurated in Washington - Jan. 20, 1961
8. Arecord cash robbery committed in Plymouth, Mass. - Aug. 14, 1962.
9. John Kennedy elected President (Washington) - Nov. 8, 1960
10. Green Bay Packers won NFL Championship in N.Y.C. - Dec. 31, 1961.

A. B. C.

Rewrite each of the following sentences, changing the underlined expression in each sentence to a more direct word or statement.

1. After her illness, she was a shadow of her former self.
2. He eats like a horse
3. He is a live wire in class.
4. It was raining cats and dogs.
5. She's as graceful as an elephant.

The teacher will read the following paragraph aloud. The students will then state the main idea and three supporting details. (8 pts. - 2 pts. for main idea; 1 pt. each for details; 3 pts. for proper ordering of details)

M S.

Level Test - Level 21

Computers perform many different kinds of work. They help, for example, keep bank records accurate and can quickly figure interest on savings accounts and loans. In other business matters, paychecks and bills are prepared by computers. They are also used in the guidance of spacecraft and have played an important part in planning and carrying out space projects. Yet computers are capable of doing even more.

Level 21

M.S.

Materials

A. Required

1. Rider's on Earth - Holt, Rinehart and Winston, Inc. Unit 5 and 6
    a. Text
    b. Workbook
    c. Satellite Books
    Unit 5: Stars Are for Storytelling
    The Great Quillow

    Unit 6: Time Cat (Abridged)
    Clues Underwater

    d. A.V. Materials
        1. Recordings - Unit 5 "The Portrait of a Warrior"
        "Beowulf"
        Lloyd Alexander Interview
        Unit 6 "Pre-Existence"
        2. Sound Filmstrips
        Unit 5 - Theseus and the Minotaur
        Point of View
        Unit 6 - Digging for the Past
        Now Cities Grew
        Fitting Parts into a Whole
        Anthropology
2. Literature Units (American Book and or Teacher Made)

B. Alternate Language Arts Program - approvel of Language Arts Department

C. Supplementary Materials

1. Language
    a. Holt, Rinehart and Winston, Inc. The Arts and Skills of English Book 6
    b. Laidlaw - Progress in English - Book 6(activity sheets and tests)
    c. Scott Foresman - Language and How To Use It - Book 6
    d. Harcourt Brace and World - The Roberts Series - Book 6
    e. Random House - The Aware Kit (Poetry)
    (activity cards - poetry booklets-tapes - braille cards)
    f. Ginn - Read Better - Learn More - Books A-B-C
    g. Lippincott - Reading For Meaning - Book 6
    h. Paperback
        1. Scholastic Individualized Reading Kits
        2. Limited copies of assorted paperbaoks
    i. Harper - Row - Reading In The Content Area
    j. Random House - Skill Center - Activity cards on spelling, Punctuation, Usage, Vocabulary

2. Spelling
    a. 220 Basic Dolch List
    b. Scott Foresman - Spelling Our Language - Book 6

3. Handwriting
    Scott Foresman - Writing Our Language - Book 6

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MS.

4. Enrichment Materials
   - a. Lyons and Carnaha - The New Phonics We Use D-E-F-G
   - b. Barnell Loff Ltd. Specific Skills Series D-E-F-G (Main Idea - Locating the Answer, Following Directions - Locating the Answer - Getting the Facts - Drawing Conclusion)
   - c. Teacher-Made Materials (See Activities Section of Guide)
   - d. Library filmstrips and Tapes (See A.V. Section of Guide)
   - e. SRA Reading Lab IIC - IIIA
   - f. Duplicating Masters
   - g. Dictionary and Encyclopedia

Level 19 - 21

Materials

A. Required -

1. Rider's on Earth - Holt Rinehart and Winston, Inc. Unit 1 and 2
   a. Text
   b. Workbook
   c. Satellite Books Unit 1 - Deep like the River: The Life of Langston Huges
      Dolphin Island (Abridged)
      Unit 2 - Multiple - Choice Stories
      Pen, Paper and Peem
   d. AV Materials:

      1. Recording - Unit 1 "The Dream Keeper"
         "The Forgotten Door" (Chapter 1)
         Unit 2 "Pretty Words"
         "The Sappy Neasons"

      2. Sound Filmstrips - Unit 1 Reaching for the Moon
         Print and Speech
         Unit 2 Language Without Words
         Secrets for a Word Family

2. Literature Units (American Book and or Teacher Made)

B. Alternate Language Arts Program - approval of Language Arts Department

C. Supplementary Materials

1. Language
   a. Holt, Rinehart and Winston Inc. - The Arts and Skills of English
      Books 5 and 6 (sample copies of workbooks)
   b. Laidlaw - Discovery in English - Book 5
      Progress in English - Book 6
      (activity sheets and tests)
   c. Scott.Foresman - Language And How To Use It Books 5 and 6
   d. Harcourt Brace and World - The Roberts Series - Book 5 and 6
   e. Random House - The Aware Kit (Poetry)
      (activity cards - poetry booklets , tapes - braille cards)
   f. Ginn - Read Better - Learn More - Book A - B - C
   g. Lippincott - Reading For Meaning - Book 6
   h. Paperbacks
      1. Scholastic Individualized Reading Kits
      2. Limited Copies of assorted paperbacks
   i. Harper & Row - Reading in the Content Areas
   j. Random House - Skill Center - Activity Cards on Spelling, Punctuation, Usage, Vocabulary
   k. Robert English Series, Grade 5,6 & workbooks and teachers guide's

2. Spelling
   a. 220 Basic Dolch List
   b. Scott Foresman - Spelling Our Language - Book 6
   c. Word Wealth Junior
   d. Webster - Basic Goals in Spelling Book 6
   e. SRA - Spelling Word Power Lab 11b

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3. Handwriting
  a. Scott Foresman - Writing Our Language - Book 6

4. Enrichment Materials
  a. Lyons and Carnahan - The New Phonics We Use D-E-F-G
  b. Barnell, Loft. Ltd. Specific Skills Series
  (Main Idea - Sequence - Context, Following Directions - Locating the Answer - Getting the Facts - Drawing Conclusions)
  c. Teacher Made Materials (See Activities Section of guide)
  d. Library filmstrips and tapes (See A.V. Section of guide)
  e. SRA Reading Lab IIC IIIA
  f. Duplicating Masters
  g. Dictionary and Encyclopedia
  h. Scott Foresman - Open Highways - Book six
  i. Ginn - Wings to Adventure
  j. Ginn - On Story Wings
  k. Laidlaw - Courage and Adventure
  l. Singer/Random House - Mountain Peaks
  m. Harcourt Brace - First Spendor
  n. Famous Mysteries
  o. Four Famous Adventures (difficult reading)
  The White Company
  Gods, Heroes, and Men of Ancient Greece
  Treasure Island
  I Remember Mama
  p. SRA Writing Labs - Description
  Narration
  Exposition
  q. Scott Foresman - Some Haystacks Don't Even Have Any Needles
  r. Harcourt Brace & World - Wider Than the Sky
  s. Rand McNally - Voices 1,2,3
  t. Harcourt Brace & World - First Splendor
  u. Scott Foresman - Reflections on a Gift of Watermelon Pickle
  v. Harcourt Brace & World - Stars to Steer By (poetry)
  w. Houghton Miflin || Images - 5
  x. Ginn - On the Edge || Galaxus - 6
  y. MacMillan Gateway English - Creatures in Verse, Stories in Song & Verse
  z. Scholastic - Discovery
  a-1. Houghton Miflin - Forces, Challenges, Encounters (3 separate books)
  a-2. Scholastic Cavalcade of Poems
  a-3. Scott Foresman - Treasure Island
  a-4 Follett - Learning Your Lang. - Folk tales and Folk Songs
  Success in Lang.. Listening, Speaking, Reading, Writing
  a-5. Harper & Row - Adv. of Tom Sawyer
  a-6. Paperback - Tom Sawyer
  a-7. Paperback - 10 Mod. Amer Short Stories
  a-8. " Adv. of the Speckled Band
  a-9. " Call of the Wild
  a-10. " Connecticut Yankee
  a-11. " Lord Grizzley
  a-12. " True Grit
  a-13. " 21 Great Stories
  a-14. " Poetry of Rock
  a-15. " 17 From Everywhere
  a-16. " Famous Short Stories
  a-17. " Queenie Peary
  a-18. " Born Free
  a-19. " Brian's Song

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a-20. Paperback - Fantastic Voyage
a-21. " The Hobbit
a-22. " The Illustrated Man
a-23. " The Incredible Journey
a-24. " Light in the Forest
a-25. " Swiftwater
a-26. " Old Yellar
a-27. " Trackdown -(remedial)
a-28. " Junior Library A & B (kits) (remedial)
a-29. " Fifth Grade Library (kit) (Remedial)
a-30. " Sixth Grade Library (Kit) (Remedial)
a-31. " Read Better - Learn More A, B, C (Remedial)
a-32. " Complete Set of Mystery Titles
a-33. " Complete Set of Sports Non-fiction (high interest)
a-34. " Complete Set of Sports Fiction (high interest)
a-35. Holt, Reinhart - Freedom Ground - (5)
Teachers Edition
Tapes, Workbooks, etc.
a-36. Harper Row - From Falcons to Forests - (5) workbooks
a-37. Harper Row - From Lions to Legends - (6)
Broken into individual Units workbooks
a-38. Scribners - The Yearling
a-39. MacMillan - King Arthur
a-40. Univ of Nebraska Press - Pauree Hero Stories & Folk Tales
a-41. Scholastic - Open End - Guide to Improvisation

SUGGESTED READING LIST FOR LEVELS 19-21

POETRY:

Arbuthnot, M.H., ed.	TIME FOR POETRY More than 700 poems, from Mother Goose to T.S. Eliot.
Ferris, Helen, ed.	FAVORITE POEMS OLD AND NEW Over 700 poems for readers of all ages.
Parker, Elinor, Comp.	THE SINGING AND THE GOLD Translations from over 30 countries and historic periods.
Untermeyer, Louis, ed.	RAINBOW IN THE SKY Leans heavily on old and familiar poems.
Farjeon, Eleanor	THE CHILDREN'S BELLS A magical world of saints and heroes, children and nature, fantasy and fun.
Frost, Robert	YOU COME TOO
Leer, Edward	THE COMPLETE BOOK OF NONSENSE Contains both "The Book of Nonsense" and "Nonsense Songs and Stories."
Lindsay, Vachel	JOHNY APPLESEED AND OTHER POEMS Poems of American life.
Teasdale, Sara	STARS TONIGHT

FABLES, MYTHS, TALES AND EPICS:

Arnott, Kathleen	AFRICAN MYTHS AND LEGENDS 34 tales from south of the Sahara.
Courlander, Harold	THE KING'S DRUM AND OTHER STORIES Stories from Africa identified by tribe; excellent notes.
Courlander and Leslau	THE FIRE ON THE MOUNTAIN AND OTHER ETHIOPIAN STORIES

Level 19-21

Mozley, Charles	FIRST BOOK OF TALES OF ANCIENT EGYPT Folklore of Egypt; illustrated in color.
Colum, Padraic, ed.	THE ARABIAN NIGHTS: TALES OF WONDER AND MAGNIFICENCE Outstanding edition.
Ritchie, Alice	THE TREASURE OF LI-PO Six original fairy tales told with sincerity and dignity.
Reeves, James	ENGLISH FABLES AND FAIRY TALES 19 stories; illustrated.
Perrault, Charles	ALL THE FRENCH FAIRY TALES Retold by Louis Untermeyer.
Grimm, John & Wilhelm	GRIMM'S FAIRY TALES
Picard, Barbara Leioie	GERMAN HERO-SAGAS AND FOLK TALES "Siegfried" and other sagas, as will as folk tales such as the "Pied Piper."
O'Faolaink Eileen	IRISH SAGAS AND FOLK TALES Epic and folk tales to delight reader and audience.
McAlpine, H. & W., comp.	JAPANESE TALES AND LEGENDS
MacFarlan, Allan A.	INDIAN ADVENTURE TRAILS: TALES OF TRAILS AND TIPIS, PONIES AND PADDLES, WARPATHS AND WARRIORS More plot and action than most Indian tales.
Field, Rachel	AMERICAN FOLK AND FAIRY TALES Indian, Negro and Southern Mountain, as well as "Rip Van Winkle."
Shepherd, Esther	PAUL BUNYAN The most complete edition of these stories.

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Butterworth, Oliver	THE ENORMOUS EGG The village of Freedom, New Hampshire is thrown into a twitter when a hen lays a dinosaur egg.
Carroll, Lewis	ALICE'S ADVENTURES IN WONDERLAND
Coatsworth, Elizabeth	THE CAT WHO WENT TO HEAVEN A Japanese artist includes his cat in a temple painting. The painting changes miraculously as a reward.
di la Mare, Walter	A PENNY A DAY 6 tales of fantasy.
Du Bois, William Pene	TWENTY-ONE BALLOONS Professor Sherman sets off in a balloon; lands on Karkatoa, a land of wonderful gadgets. Builds high suspense.
Estes, Eleanor	THE WITCH FAMILY Two girls draw witches who suddenly come alive.
Field, Rachel	HITTY, HER FIRST HUNDRED YEARS A hundred years in the life of a hand-carved doll.
Kipling, Rddyard	JUST SO STORIES
Langton, Jane	THE DIAMOND IN THE WINDOW Fantasy and suspense in Concord, Massachusetts.
L'Engle, Madeleine	A WRINKLE IN TIME Science fiction-dealing with tesseracts and time travel.
Lawson, Robert	BEN AND ME A biography of Benjamin Franklin, written by Amos, a checky mouse.
	MR. REVERE AND I A biography of Paul Revere, told by his horse

Reeves, James	Level 19-21	AESOP"S FABLES 50 fables told through dialog and brief descriptions.
Benson, Sally		STORIES OF THE GODS AND HEROES
Sewell, Helen		A BOOK OF MYTHS Selected from Bullfinch's "Age of Fable." A recommended selection.
Pyle, Howard		THE MERRY ADVENTURES OF ROBIN HOOD OF GREAT RENOWN IN NOTTINGHAMSHIRE Great prose edition - best source for reading and telling.

MISCELLANEOUS FICTION:

Anderson, Hans Christian	THE COMPLETE ANDERSON Fine translation by Jean Hersholt -- 163 tales, keeping Anderson's style and spirit.
Barrie, Sir James	PETER PAN
Beatty, Jerome	MATTHEW LOONEY'S JOURNEY TO THE EARTH Science fiction - a moon boy comes to Earth to see if life exists.
Bond, Michael	A BEAR NAMED PADDINGTON A Peruvian bear - with hat and suitcase - upsets a British household.
Boston, L.M.	THE CHILDREN OF GREENE KNOWE TREASURE OF GREENE KNOWE THE RIVER AT GREENE KNOWE Fantasy, in which an English boy, Tolly, goes back and forth in time between the present and the 17th century.

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Lewis, C.S.	THE LION, THE WITCH AND THE WARDROBE HORSE AND HIS BOY PRINCE CASPIAN THE MAGICIAN'S NEPHEW THE SILVER CHAIR THE VOYAGE OF THE DAWN TREADER THE LAST BATTLE A mythical world - Narnia - in which confrontations between good - the lion Aslan - and evil - The Witch - are constant. Excellent.
Steele, William	ANDY JACKSON'S WELL Jackson, in a tall tale, brings back water to drought-ridden Nashville.
DeJong, Meindert	ALONG CAME A DOG A crippled red hen and a dog who protected her.
Henry, Marguerite	BLACK GOLD A true horse story by a popular author.
Saltin, Felix	BAMBI BAMBI'S CHILDREN Beautifully written stories of forest life.
Stolz, Mary S.	A DOG ON BARKHAM STREET Uncle Josh and his collie help Edward cope with such problems as the neighborhood bully.
Alcott, Louisa May	LITTLE WOMEN
Twain, Mark	TOM SAWYER
Bragdon, Elspeth	THAT JUD! An orphaned Maine boy loses and regains the goodwill of his village.
L'Engle, Madeleine	MEET THE AUSTINS A family-centered story - unusual - some humorous, some serious situations.

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Krumgold, Joseph	...AND NOW, MIGUEL 12 year-old Miguel struggles to prove to his father that he is as good a sheep herder as his 18 year-old brother.
Hightower, Florence	DARK HORSE OF WOODFIELD A humorous mystery tale with a New England family background.
Kastner, Erich	EMIL AND THE DETECTIVES Robbed on a train to Berlin, young Emil, with the help of other youngsters, tracks down the thief.
Meader, Stephen	THE FISH HAWK'S NEST Smuggling on the New Jersey coast in the 1820's.
Coatsworth, Elizabeth	THE GOLDEN HORSESHOE The daughter of an Indian Princess and a British officer finally gain the respect of her English half-brother.
Edmonds, Walter D.	THE MATCHLOCK GUN A mother, a baby and a little boy withstand an Indian attack.
Field, Rachel	CALICO BUSH A French bound-girl travels with a Massachusetts family to Maine in 1743.
Speare, Elizabeth	THE WITCH OF BLACKBIRD POND An orphaned girl from Barbados scandalizes a Puritan Connecticut community. The story is climaxed in her trial for witchcraft.
Brink, Carol Ryrie	CADDIE WOODLAWN Story of a pioneer family in Wisconsin in the 19th century.
Stevenson, Robert Louis	TREASURE ISLAND

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O'Dell, Scott	ISLAND OF THE BLUE DOLPHINS A lone Indian girl's survival on an island for 18 years in the early 1800's.
Defoe, Daniel	ROBINSON CRUSOE

I. Equivalent Grade Six Units

1. Survey Unit: Review and Diagnose
2. Folklore
3. Historical Fiction Tales
4. Drams: Pantomine and Improvisation
5. Poetry
6. Non-Fiction
7. Science Fiction
8. Mystery Stories
9. Adventure Novel
10. Study Skills

Survey Unit: Review and Diagnose

DEFINITION: Review unit should begin the school year. Focus is both on review and diagnostic work. Standards for written work should be established during this unit.

SKILLS - Student should work in following areas to the best of his ability:

1. Abbreviations -
   a. New state abbreviations
   b. Common abbreviations

2. Capitalization rules

3. Punctuation Rules

4. Diagnostic Spelling

5. Reading comprehension exam

6. Usage exercises

7. Composition techinques
   a. Topic sent. & details
   b. Types of letters
   c. Correction symbols

8. Vocabulary - diagnostic

9. Study Skills

10. Audio - visual discrimination

SUGGESTED ACTIVITIES

1. Use of contests and games where applicable

2. Capitalization & punctuation may be covered through worksheets which children check themselves. They should then go back and write the rules for any items they missed.

Folklore

DEFINITION: That part of any culture which depends on imitation and oral transmission rather than on formal instruction or written sources.

SKILLS - Student should be able to:

1. Identify types of folktales:
    a. Legends - narratives about persons, places or events involving real or pretended beliefs. Tales about local places such as lovers' leap, etc. or real people. There is usually some factual basis.
    b. Fairy tales - strictly speaking - stories about "little people": elves, sprites, pixies, grones, dwarfs, brownies or leprechauns
    c. "Why" tales - explain the origin of natural object or characteristic. Ex. How the dog got his bark.
    d. Tall Tales - involve a folk hero whose characteristics of strength or wisdom etc. are greatly exaggerated. In some ways similar to legends.
2. Recognize author's purpose & attitude
3. Recognize techniques such as;
    a. hyperbole in connection with tall tale
    b. personification connected with fairy tale's magical elements
4. Use evidence to make judgement and support opinions

SUGGESTED CONTENT AND/OR MATERIALS

Many of the sixth grade materials have chapters or units on the legends of King Arthur & Knights of Round Table. The Resource has excellent material in this area, alsp.

SUGGESTED ACTIVITIES

1. Given a variety of tales, student can work on classifying each.
2. Student traveling tales can familiarize student with oral tradition of story telling. Shows how stories develop and change. Begin a story about an incident which actually happened and let each of a number of students pick up tale and continue it.
3. Creation of an original folk hero.
4. Work in area of heraldry (study of coats of arms)
5. Study of Age of Chivalry - rules of conduct, tournaments, castles. Steps to Knighthook, Crusades.
6. Listen and study score of Camelot.
7. Work in other areas of folklore:
    a. folksong
    b. folk dance
    c. belief superstitions
    d. remedies & cures
    e. charms & spells
    f. children's chants and games
    g. weather lore
    h. proverbs
    i. riddles

Historical Fiction Tales

DEFINITION: Short stories combining historical facts and fictional elements

SUGGESTED LIT SKILLS - Students will be able to:

1. Recall the basic elements of short story and their use
    a. character
    b. plot
    c. setting
    d. mood
    e. theme
2. Identify the ways in which character is revealed
    a. Actions
    b. Character's appearance, speech, mannerisms, thoughts
    c. How others interact with character
3. Predict plausible & implausible behavior of story characters within setting.
4. Recognize the interrelationship of characters and events in plot development.
5. Identify words & phrases that are time & place clues
6. Distinguish between a fiction & non-fictional material
    a. Review use of resource center
    b. Review techniques of research

SUGGESTED ACTIVITIES

1. Writing of a historical fiction tale
    a. Draw tombstone of Jeremy Smith on board and have students copy it.
    b. Each student should label 1-5 on his paper
    c. After #1 write 1
       After #2 write either 6,7,8,9
       After #3 write a number from 0-9
       After #4 write a number from 0-9
       After #5 write any number from 10-99
    d. First four numbers will give birth date, fifth number will be how long Jeremy lived. Students can then compute death date.
    e. Give students an overview of world or American history from earliest date in class to latest
    f. Students may then either consult an outline of history or begin a more advanced research in library.
2. Contest for best historical fiction tale.
3. Skit dramatizing one tale.
4. Student edits the front page or more of a newspaper that might have been published in the era, city, village, or country in which his story took place.

Drama: Pantomime and Improvisation

DEFINITION: Pantomime: Silent acting in which silent motion, gesture, facial expression, and costume are relied upon to express emotional or narrative situations.

Improvisation: A play without formal script relying upon a basic outline and spontaneity

SKILLS

1. Through participation in pantomine and improvisation, demonstrate an awareness of the following elements:

    a. Individual gestures & facial expressions

    b. Development of character through gestures, body language & facial expression.

    c. Effective stage effects:
        a. motivation of all entrance & exits
        b. avoidance of bunching, standing in stiff lines, etc.

    d. Well-timed action

    e. Development of story line
        1) exposition
        2) rising action
        3) climax
        4) clear-cut conclusion

2. Through participation in oral (and choral) reading, demonstrate an awareness of the following skills necessary for good speech

    a. Diction - the selection and pronunciation of words and their
    b. combination in speech
    b. Pitch - relative highness or loudess of the voice at any given time
    c. Volume - relative strength, force or intensity with which sound is made.
    d. Rate - speed at which words are spoken
    e. Quality - sound of a particular voice including tone and clarity.

ACTIVITIES:

An entire list of pantomime & speech activities are included in the appendix.

Poetry

DEFINITION: Writing characterized by the presense of imagination and sense impressions expressed in an orderly arrangement of parts.

SKILLS - Student should be able to:

1. Heighten his awareness of his five senses.
2. Appreciate as many forms of descriptive poetry centering around the senses as possible.
3. Use a variety of media as springboards for developing figurative language.
4. Recall haiku and its form and be able to write a haiku.
5. Produce a couplet with its rhyme and rhythm pattern
6. Understand the concept of stanza form through loose form poems in which he establishes his own stanza form and repeats it for each stanza he writes.
7. Practice composing optic poems - poems which take the shape of the object they describe.

MATERIALS/CONTENT

ACTIVITIES

1. See Aware Poetry Kit
2. Riders on the Earth Grade 5 has a section of art reproductions which could be used as springboards for poetry.
3. Student might practice turning one line description into imagery as a warm-up exercise.

Subject	Description	Imagery
Jet Sound	The jet made a thunderous noise	The jet engine roars like a rocket leaving a launch pad.

4. Student might work with couplet - type construction to develop figurative language and create descriptive "portraits."

    a. Did you ever see a snake?
    zig zagging, fork-tongued, elastic jaws

    b. Did you ever see a cat?
    highly polished, radar-eyed, bewitched

Nonfiction

DEFINITION: Factual literature ranging from the news articles to the personal diary.

SKILLS.- Students will be able to:

1. Identify the following types of non-fiction
    - a. news article
    - b. magazine article
    - c. diary or/log
    - d. science essay
    - e. biography
    - f. direction (how-to-do)
    - g. book review
    - h. summary statement
    - i. adventure story
2. Distinguish between fact and opinion in a given selection
    - A. Students will need to review use of resource center
    - B. Students will need to review research techniques

SUGGESTED ACTIVITIES

1. Students can act as reporters for specific school or town events.
2. Give students a piece of paper or string and simple origami or macramé instructions. See how well they follow.
3. Ask students to write instructions for tying a shoe-lace or putting on a shirt and then have one member of the class try to follow those directions.

Science Fiction

DEFINITION: A form of fantasy in which scientific facts form the basis of adventures in the future, on other planets or in other dimenensions.

SKILLS - Students should be able to:

1. Describe the major components and distinguishing features of science fiction:
    a. Space travel to or from other planets
    b. Time travel
    c. Highly scientifically developed society
    d. Supernatural powers (such as telepathy)
    e. Biological changes in man brought about by natural or scientific development
2. Distinguish between fact and fiction in terms of plot. (Student should come to some realization of how science fiction can in some ways predict the future.)
3. Distinguish between realistic and unrealistic behavior in terms of character thought and action.

SUGGESTED ACTIVITIES:

1. Surrealistic Painting might be used to stimulate interest and imagination. After viewing a painting, the student might either draw or write.
2. Electronic music or modern music lends itself to other worldliness-might be a springboard for writing.
3. Make a list of natural forces which man has not been able to control (volcano, earthquake, tidal wave, tornade, hurricane, etc.), and explore the possibilites for science fiction.
4. Make a list of potential world disasters (no energy, total pollution, nuclear war, etc.) , and explore possibilities for science fiction.
5. Create a machine to be used in science fiction.
6. Study a planet carefully and create a creature that could live on that planet given its physical resources.

Mystery Story

DEFINITION: A work of fiction in which the element of suspense plays a controlling part.

SKILLS - Students should be able to:

1. Identify types of mysteries
    a. Detective story: story in which a crime - usually a murder - is solved by a detective through a logical assembling of evidence known as clues.
    b. Tales of espionage
    c. Tales of crime
    d. Gothic tale or novel - the story of strange or frightening adventures
    e. Pursuit story - tale in which the main character is relentlessly pursued by some unknown menace

2. Understand use of suspense
    a. Recognize the mood building words which develop suspense
    b. Relate main events which build suspense

3. Define the term foreshadowing and apply it by looking for clues which eventually solve the mystery

4. Pinpoint climax as high point and turning point of action.

SUGGESTED CONTENT AND/OR MATERIALS

1. Sherlock Holmes & Speckled Band

2. Nancy Drew & Hardy Boys as most students enjoy these

SUGGESTED ACTIVITIES

1. Construct triangles of action. This condenses the plot, giving the important parts proper emphasis, and explaining rise and fall of action

2. Creat character for spy story
3. Create the perfect crime or perfect setting for a one scene mystery
4. Listen to Poe story and collect mood words that build suspense. Then have the students use them in writing own story.
5. Use mini - mysteries by Scope. Then have students write their own.

Adventure Novel

DEFINITION: An extended fictional prose narrative involving a great deal of action and conflict.

SKILLS - Students should be able to:

1. Recall basic story elements
    a. Character
    b. Setting
    c. Plot
    d. Mood
    e. Theme
2. Analyze the following
    A. Character development and growth within a novel
    B. Techniques in plot development
        1. interrelationship and dependence of all events upon each other
        2. the reasons for the selection & ordering of events as they stadd
        3. the use of conflict as a focus for plot
            a. student should be able to identify the three major conflicts: man vs. man, man vs. nature, man vs. himself.
            b. student should be able to apply this recognition to the novel he is reading
3. Define and recognize theme.
4. Identify the author's point of view: first person, third person or omniscient

SUGGESTED CONTENT AND/OR MATERIALS

The Adventure Novel Treasure Island corresponds well with the Social Studies 6th grade survival unit. There are two editions available in hard back.

SUGGESTED ACTIVITIES

1. Essay questions which concentrate on character, setting, plot. Some examples are as follows:
    a. What do you think becomes of Long John Silver after he escapes from the ship at the end of Treasure Island?
    b. What would Long John Silver do for a living if he were around today? Be specific. Why do you think he would have a certain type of job or be a certain type of person? This essay should be at least two paragraphs. It can be in story form. Just give examples to back up your ideas.
    c. Essay on the following topic. I Once Spent a Night at the Admiral Benbow Inn.
    d. Write the log entries for any important day just as Captain Smollett might do.

   e. You are a reporter for the Bristol Sun and you're covering the arrival of the ship after its adventure on Treasure Island. Write a brief interview with one of the following. Jim, Dr. Livesey or Squire Trelawney.

2. Blow up map on opaque projector and copy it, label it and then trace the different routes that the pirates take.

3. Prepare bullitin boards which would arouse interest in the novel.

4. Draw schooners and write a report on types.

5. Report on pirates. Any one of those below!

   a. Black Beard
   b. Captain Kidd
   c. Sir Henry Morgan
   d. Sir Francis Drake
   e. Jean Laffite

6. Make a dictionary of pirate terms.

7. Report on the Bounty mutiny

8. Make up and write a brief biography of one of the pirates giving family background, schooling (if any) etc. Explain why and how he became a pirate. You will have to use your imagination.

9. Make a diorama of one of the scenes in the book. Write a paragraph of explanation to accompany it.

10. Make believe you are a producer planning a production of Treasure Island. Make a list of stage props you would use. Draw some of the sets and bring in the props.

Study Skills

DEFINTION: The development of the resourdes for self-instruction.

SKILLS 1. Students should be able to: Use organizational techniques and work on the following skills to the best of their ability.

- a. After reading a selection, student should be able to skim that selection for main ideas.
- b. Student should be able to organize main ideas in outline form.
- c. Student should be able to summarize a short story or short selection in a concise paragraph
- d. Students should be able to listen carefully enabling them to:
  1) note details
  2) follow directions
  3) organize main and subordinate ideas in oral selections

2. Review library skills and work on the following to the best of their ability:

- a. Student should be introduced to the Resource Center and required to know the organizational floor plan. They can demonstrate such mastery by filling in a map.
- b. Students should demonstrate proper use of:
  1. Card catalogue
  2. Dewey Decimal system
  3. Dictionary (abridged and unabridged)
  4. Thesauras
  5. Encyclopedia
  6. World Books
  7. Atlas
  8. Year Books
  9. Readers Guide to Periodical Lit.
- c. Students should be familiar with following components of a book:
  1. Jacket - Title page
  2. Preface
  3. Table of contents
  4. Chapter headings
  5. Sub-headings
  6. Index
  7. Glossary
  8. Appendix
- d. Maps and graphs - as individuals show weaknesses.

ACTIVITIES

1. To review alphabetizing each child is given an envelope with a different list of ten words all beginning with different first letters. He then must put these words into alphabetical order. The game becomes even more exciting when the class is divided into teams and as the teacher

corrects each child's list he may add a point to his team's score. (I usually set a 5-10 minute time limit on the game.) Variations of the game are alphabetizing words to the first, second and third letter.

2. Resource Center Riddles - to be made up by teacher. These riddles demand specific information from various sources and will take the student on a scavenger hunt of the library.

Appendix

Activities for Equivalent Grade Six Pantomime & Improvisation

1. Students might try any of the following pantomime exercises. The sheet presented might have several blanks in each area which the student would be responsible for filling in.

   A. Standing erect, with your feet close together, suggest the following:
      1) A butler
      2) A model waiting to display a gorgeous evening gown

   b. With legs wide apart and a comfortable posture, represent the following:
      1) An activist student addressing a mass meeting
      2) A contented farmer smoking a pipe and standing in his doorway studying the weather.

   c. With alert posture, one foot somewhat ahead of the other and your weight definitely placed on the ball of the forward foot, represent the following:
      1) A high school boy watching a football game

   d. With a similar posture, except that the weight is definitely shifted to the rear foot, impersonate the following:
      1) An old lady afraid to cross the street
      2) A mother disgusted with the caterpillar her son is showing her
      3) A hunter terrified at seeing a snake swinging from a tree in front of him.

   e. Cross the room, suggesting by your posture and walk the following:
      1) A burglar stealing across an unfamiliar, dark room
      2) A vigorous athlete walking across the campus
      3) A tired soldier marching in a parade
      4) A model displaying evening wraps
      5) A criminal awaiting a last-minute reprieve in the death cell

   f. Cross the room, sit in a chair, and rise as the following characters:
      1) A miser counting his money and listening for eavesdroppers
      2) A mother at the bedside of her sick child
      3) A sleepy child trying to keep awake
      4) A spoiled child sulking because he is denied something

   g. Suggest, by smiling, the following characters:
      1) A seasick traveler trying to appear sociable
      2) A tired salesgirl trying to sell a hat to a fussy customer

   h. Suggest, by facial expression, the following situations:
      1) A small boy taking castor oil
      2) A butler admitting unwelcome guests

   i. Assume the following characters as completely as you can. Sit or walk, as you choose, and include enough action to show them in a real situation:
      1) A swaggering bully
      2) A distinguished society woman
      3) A patient trying to gain courage before his turn in a dentist's chair
      4) A man bothered by a mosquito while trying to read

2. Possible suggestions for group pantomimes.

    a. Four models display contrasting types of dresses to a rich lady who is helping her daughter choose a trousseau while the father looks on.

    b. A babysitter takes charge after the parents have departed.

    c. A photographer takes a family picture of four generations.

3. Exercises for pitch might include the following:

    a. Count from one to ten, beginning as low as you can and going as high as you can without strain. Then reverse the count and come down. Be sure that it is pitch and not loudness that makes the difference in each count.

    b. Count slowly from one to ten, giving the vowel in each number a long falling inflection. Repeat with a long rising inflection on each. Then alternate the two exercises.

    c. Take a nursery rhyme and recite it as a father, an old-fashioned elocutionist, a bored small boy, and a frightened little girl.

4. Volume exercises (perhaps to be practiced outside or in the gym or auditorium) might include some of the following
Say the sentence "I am going home" as though you were saying it to the following people:

    a. A friend sitting next to you
    b. A person 10 feet away
    c. Someone across the room
    d. Someone in the back row of your assembly room, when you are on the platform (Notice that if you are thinking about the person to whom you are speaking, your voice adjusts itself naturally to the distance involved)

5. Change the meaning of the following sentences in as many ways as you can by using force to emphasize different words. Explain your exact meaning.

    a. I didn't say that to her.
    b. You don't think I stole the book, do you?
    c. Why didn't you warn me before it happened?

6. Have a student deliver a line blindfolded. Have another student approach the speaker and stop when he is within comfortable hearing range. This enables a student to check his voice projection.

7. For voice interpretation tell the story "The Three Bears" stressing the vocal characteristics of Goldilocks and the bears and getting all the contrast possible.

8. Diction might be practiced with tongue twisters which might be recorded and played back. Some examples are as follows:

    a. The perfectly purple bird unfurled its curled wings and whirled over the world.

b. A mister kissed a miss;
A mister kissed her.
A miss missed her kiss;
A miss missed her mister.
And Mister missed his Miss.
Did Mister kiss his Miss?
No, Mister Missed Her.

c. Spilled oil soils. Spilled oil spoils. Spilled oil spoils soils. Oiled soils spoil. Soil spoils oil. Oil-spilled soil spoils. Oil-spilled soil soils. Oil-soiled soil spoils.

d. With his stiff slit tights and fast fists he's first for fist fights. His stiff tights, fit tight, slit in his first fast fist fight. Fast tiffs with tight fists and stiff tights are fit fights for first slights. His stiff fist fits tight and slightly slits tight tights in fast fist fights. He's stiff from fits, tiffs, and fist fights. This tight-fisted stiff fits tight, all right!

e. I'm back to back a tobacco tax. It takes tact to tax backs. It takes tact to back a tax. Back attacked taxes! Tax tacks! It takes tact to attack a tack tax. Attach back taxes. Tacks attach tac to back. Attach hack tobacco tax to back and tack back tack tax back-to-back.

f. Why try wine? Try tying twine. Tying twine tires? Try twisting twine or tying twists. Wrists tire? Try twice twisting twine. Twills' twine twice twisted; untwisted, twill untwine. Twist twill; twill twist. Untwist twill; twill untwist. Twist wrist; untwist wrist; rest wrist.

g. This snail's stale. His tail's stale. This smail's tail's stale. This smail's tail's still stale. This snail tale's stale.

Level 22

401

LANGUAGE ARTS
Level Report
Avon, Conn.

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Date______________________________

Dear Parent,

______________________________has completed the Language Arts Skills taught at Level 21. The following is an overview of your child's next level.

Overview of Level 22

I. Language Skills

- A. Spelling and Semantics
  - 1. Identification of new words
    - a. vocabulary related to literature units
    - b. vocabulary related to content areas
    - c. dictionary and glossary
  - 2. Content Clues
    - a. Meanings
    - b. Outcome
    - c. Homonyns
  - 3. Word Elements
    - a. Reinforce syllabication Principles
    - b. Spelling patterns (prefix - suffix)
- B. Syntax
  - A. Adjectives
  - B. Adverbials of time - place - manner
  - C. Concept of transform
  - D. Compounding verb phrase
  - E. Noun phrase
  - F. Kernel sentence and clauses
  - G. Relative cluses
- C. Mechanics
  - 1. Commas in compounding
  - 2. Punctuation of complex sentences
  - 3. Comma in apposition - series
  - 4. Semi-colon - review and as connector

II. Comprehension

- 1. SQ3R Method
- 2. Sentences - core words - parts
- 3. Main Idea
- 4. Signal words Ex. therefore
- 5. Details

III. Composition

- A. Written Composition
  - 1. Review Verb Tense
  - 2. Sentences showing cause and effect
  - 3. Narrative paragraph
  - 4. Use of dialogue

Overview of Level 22

B. Spoken Composition
   1. Organize material by use of illustrations

Iv. Literature Units

Level 22

I. Language Skills

A. Spelling and Semantics - Students should be able to:

1. Identify new words
   - a. Develop sight vocabulary related to literature used.
   - b. Develop and use vocabulary related to subject areas
   - c. Distinguish between multiple meanings of words through use of dictionary, glossary and thesaurus.

2. Use context clues
   - a. Determine meanings of new words in context of literature being studied
   - b. Develop ease in anticipating what will come next in a phrase or sentence
   - c. Recognize how context clues determine which homonym is needed in a particular sentence
   - d. Share and use new words from independent study and reading

3. Word elements and structure
   - a. Reinforce principles of syllabication covered in levels 19-21
   - b. Master the following spelling principles for prefixes
     - (1) Adding a prefix to most words does not change the spelling of the word to which the prefix is added. (be + spatter → bespatter, co + exist → coexist, mis + spell → misspell)
     - (2) Some words formed by adding a prefix ending with a vowel letter(co or pre) to a word beginning with a vowel letter are written in alternate ways. (the two dots over a letter are called a dieresis)
       - co + operate → coöperate, co-operate, cooperate
       - pre + exist → preëxist, pre-exist
       - re + enforce → reënforce, re-enforce
     - (3) The prefix "ex" meaning "former" or "formerly" is usually followed by a hyphen.
       - ex.+ president   ex-predident
       - ex + wife   ex-wofe
     - (4) A hyphen is used after the prefix "re" in some words to avoid confusion with other words that are spelled the same.
   - c. Understands the correct usage of the following prefixes
     - 1. un
     - 2. de
     - 3. ex
     - 4. pre
     - 5. re
     - 6. sub
     - 7. un
     - 8. per
     - 9. ab
     - 10. ad
     - 11. an
     - 12. anti
     - 13. circum
     - 14. con
     - 15. dis
     - 16. in
     - 17. intra
     - 18. intro
     - 19. mis
     - 20. post
     - 21. pre
     - 22. trans
     - 23. super
     - 24. se

4. Understand word relationships
   - a. Study definitions of words used in literature studied
   - b. Create definitions of familiar words
   - c. Become familiar with synonyms and antonyms for known words.

Level 22

B. Syntax - (Study of grammatical structure) - Students should be able to:

1. Define and Recognize the following:
    a. adjectives
    b. adverbials of time
                    place
                    manner

2. Recall and apply concept of transform

3. Master exercises involving recursive transform (transform that compounds)
    a. Conmpounding verb phrase
    b. Compoonding adjectives
    c. Compoundigg adverials
    d. Compounding noun phrases
    e. Compounding sentences

4. Distinguish between kernel sentence and clause

5. Recognize the relative clause by identinfying the following:
    a. Relative pronouns;who, which, that
    b. Use of who/whom in relative clauses

C. Mechanics - Students should be able to:

1. Use commas in compounding
2. Punctuation of complex sentences
3. Use of comma to set off adverbial phrase which is out of it's usual order
4. Recall and utilize the comma - levels 19-21
5. Use commas to set off words in apposition
6. Use commas to set off words in a series
7. Use commas to set off parts of a date
8. Recall and utilize the semi-colon as replacement for and, or but in a compound sentence
9. Use semi-colon as connector in sentences containing however, moreover, therefore

II. Comprehension - Students should be able to:

A. Use the SQ3R method

Survey - overview headings, subheadings + summaries - understand sighigicance of each
Question - specify purpose for reading material
Read - read at rate appropriate for specific material
Recite - student recalls main ideas
Review - review material read - compare with ideas mentally recalled

B. Comprehend the structure and meaning of sentences

1. Locate and understand core words in sentences
2. Locate core words in a sentence which answers why, when, where, how, with what result.
3. Locate basic parts of sentences
    a. subject
    b. verb
    c. complement

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4. Listen to oral presentations such as a news program and locate key words which answer why, when, where, how and what.

5. Complete a sentence orally once given a simple subject orally

C. Locate salient details

1. Recognize details that make the main idea clear
2. Locate signal words that make details important
   a. To signal another fact: also, in addition, then, another, finally, moreover, besides, further, but, still, yet, while, next, the following, first, (1), (2), second, third, last, also, furthermore, likewise, as well as
   b. To signal another time: meanwhile, soon, after, subsequently, at last, at first, the next day, then, now. before, later, finally, immediately
   c. To signal a specific instance: for example, such as, especially, in particular, most important
   d. To signal a conclusion: therefore, for this reason, because, on account of, hence, since, thus, result, reason is, but, however, of course

3. Read details when shopping
   a. labels
   b. advertisements
   c. fine print
   d. listen to and analyze details in commercials

III. Composition

A. Written Composition - Students should be able to:

1. Recall and apply the following skills:
   a. Verb tense consistency within a sentence
   b. Topic sentence and details in a paragraph
   c. Continuity of thought

2. Use complex sentences within a paragraph for variety.
3. Develop sentences showing cause and effect
4. Develop narrative paragraph writing
   a. Fiction
   b. Non-fiction

5. Use dialogue in creating a play

b. Spoken composition - Students should be able to:

Organize material using illustrations in oral compositions

Suggested Activity:

Have students prepare a speech on a subject related to an area of social studies. Assist them in collecting visual props which would aid in developing their theme.
Then discuss the value of visual aid in holding an audience's attention and making a speech clearer to understand

Level Test - Level 22

IA. Spelling and Semantics

In the entry alight^{1}, the small numeral 1 indicates there is at least one other word spelled the same way, but the word comes from a different source and has a different meaning. Such words as alight^{1} and alight^{2} are called homographs.

a light^{1} (ə līt′), 1. get down; get off: alight from a horse. 2. come down from the air and settle; come down from flight: The bird alighted on our window sill. 3. come upon by chance; happen to find. v., a light ed or (poetic) a lit, a light ing.
a light^{2} (ə līt′), on fire; lighted up: Her face was alight with happiness. adv., adj.

bass^{1}(bās), 1. low or deep in sound. 2. the lowest male voice. 3. singer with such a voice. 4. lowest part in music. 5. instrument for such a part. 6. for the lowest part in music; that can sing such a part. 1,6 adj., 2-5n., pl. bass es.
bass^{2} (bas), any of various spiny-finned North American fishes used for food, living in fresh water or in the ocean. n., pl. bass es or (especially collecively) bass.

buf fet^{1} (buf′it), 1. blow of the hand or fist. 2. strike with the hand or fist. 3. knock; stroke; hurt. 4. knock about; strike; hurt: The waves buffeted him. 5. fight or struggle aganist: He reached home exhausted from buffeting the storm. 1,3 n., 2,4,5 v., buf fet ed, buffet ing.
buf fet^{2} (bu̇ fā′ or bu fā′), 1. piece of dining-room furniture for holding dishes, silver,and table linen; sideboard. 2. counter where food and drinks are served. 3. restaurant with such a counter. n.

de fer^{1} (di fer′), put off; delay: Examinations were deferred because so many children were sick. v., de ferred, de fer ring.
de fer^{2} (di fėr′), yield in judgment or opinion; submit courteously: Children should defer to their parents' wishes. v., de ferred, de fer ring.

frit ter^{1}(frit′ər), 1. waste little by little. 2. cut or tear into small pieces; break into fragments. 3. a small piece; fragment. 1,2v., 3n.
--frit ter er, n.
frit ter^{2} (frit′ər), a small cake of batter, sometimes containing fruit or other food, fried in fat: corn fritters.m.

Kid^{1} (kid), 1. a young goat. 2. its flesh, used as food, 3. it skin, used as fur. 4. leatherrmade from the skin of young goats, used for gloves and shoes. 5. Informal. child. n. kids, gloves or shoes made ofkkid.
kid^{2} (kid), Slang. 1. tease playfully; talk jokingly; banter. 2. humbug; fool. v., kid ded, kid ding. --kid′- der, n.

pat ter^{1} (pat′ər), 1. make rapid taps: The rain patters on a windowpane. Bare feet pattersalong a floor. 2. series of quick taps or the sound they make. 1v., 2 n.
pat ter^{2} (pat′ər) 1. rapid and easy talk: A magician's patter. 2. talk or say rapidly and easily, without much thought: pattera prayer. 3. talk of a class or group: the patter of beggars and theives. 1,3 n., 2v.

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sole^1 (sōl), 1. one and only; single: the sole heir. 2. only: We three were the sole survivors. 3. of or for onlyoone person or group and not others; exclusive: the sole right of use. 4. alone: a sole undertaking. adj.
sole^2 (sōl), 1. the bottom or under surface of the foot. 2. bottom of a shoe, slipper, boot, etc. 3. piece cut in the same shape. 4. put a sole on. 5. the under surface; under part; bottom. 1-3,5 n., 4v., soled, sol ing.
sole^3 (sōl), a kind of flatfish. European sole is valued highly as food. n., pl. soles or (esp. collectively) sole.

Read each sentence below. Then find the dictionary entry above that gives the meaning of the underlined word. Write the word and the numeral to show which homograph is used in the sentence.

alight^1 1. The robin fluttered its wings as it prepared to alight on the branch.

sole^3 2. The chef's special today is fillet of sole with tartar sauce.

patter^2 3. The patter of the comedian soon had the studio audience in an uproar.

kid^1 4. The lady smoothed her kid gloves and put them into her purse.

bass^2 5. While trying to catch a muskie, the fisherman caught four bass.

fritter^1 6. Everyone probably fritters away some time now and then.

defer^1 7. Dad told us to defer watching TV until we had finished our homework.

sole^2 8. The main trouble with new shoes is that the soles can be slippery.

buffet^2 9. The guests admired the wedding cake on the buffet.

patter^1 10. The patter of rain on the roof is usually a pleasant sound.

hat, āge, cãre, fär; let, bē, tėrm; it, īce; hot, gō, ôrder; oil, out; cup, pu̇t, rüle, ūse; ch, child; ng, long; th, thin; ŦH, then; zh, measure; ə represents a in about, e in taken, i in April, o in lemon, u in circus.

B. Circle the correct word in the following sentences:

1. Do not ___________ the circle.

waist, [✓ waste], worst

2. The pilot made __________ by radio

contrast, contrast, [✓ contact]

3. Heathy people __________ often

bath, [✓ bathe], both

4. Senators will ___________ together

unit, [✓ unite], untie

5. ____________ salesmen sell homes

[✓ realty], really, reality

6. We traveled ____________

aboard, [✓ abroad], absorb

7. The mechanic has a _______________

fail, foil, [✓ file]

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8. Never ____________ a new job

quiet, quite, [✓ quit]

9. The kite had no ____________

swing, sting, [✓ string]

10. The ____________ of Pines.

aisle, I'el, [✓ Isle]

C. Underline the words in which the prefix is the beginning syllable.

1. [✓ rewrite]
2. [✓ impatient]
3. dismal
4. [✓ disappear]
5. [✓ unkind]
6. regular
7. [✓ immature]
8. [✓ impolite]
9. disaster
10. under

Syntax

Label the following either kernel sentences or clauses:

1. after it happened C
2. John came home K
3. He lest his frog K
4. Who is at the door C'
5. When he comes home C
6. He will be given his present K
7. so I left it C
8. it had fallen on the floor K
9. she was very angry K
10. because she was late C

Locate the adverbs of manner in the following:

1. She plays [✓ beautifylly].
2. Horace answered [✓ angrily].
3. It tapped [✓ quietly] on the windowpane.
4. The salesman approached [✓ fuuiously].
5. She gave her time [✓ freely].

Point out the adverbials of place in the following.

1. Jack ran [✓ outside]
2. Muffit must have run [✓ away].
3. They were [✓ under the stairs].
4. Place the raft [✓ on the deck].
5. His mother is [✓ over there].

Identify the adverbials of time in the following:

1. [✓ Yesterday] she had an accident
2. She has math in the [✓ morning].
3. We will start our trip [✓ before noon].

Level Test Level 22

4. Tommorrow let's go to Hartford.
5. After lunch we went to the movies.

Write c sentences from the following. Tell what kind of structure you compound each time.

1. A. The boy played happily in the yard.
   B. The girl played happily in the yard
   C. The boy and the girl played happily in the yard. N.P.

2. A. John spoke softly in the house
   B. John spoke softly in school.
   C. John spoke softly in the house and in school. Adv.

3. A. The stadium was large
   B. The stadium was impressive
   C. The stadium was large and impressive. ADJ

4. A. The student sat in the test room
   B. The student took the exam.
   C. The student sat in the test room and took the exam. V.

5. A. He went to buy his fishing license.
   B. She started to clean the boat.
   C. He went to buy his fishing bicense while she started to clean the boat. C. Sen.

Make a sentence with a relative clause from each of the following pairs. Use either who or that as the relative pronoun, whichever sounds better to you.

1. A. Mrs. Smith taught Bill
   B. This is Mrs Smith
   C. This is Mrs. Smith who taught Bill

2. A. The principal lectured the boy that becamed annoyed
   B. The principal was Mr. Smith
   C. The principal, who lectured the boy that became annoyed, was Mr. Smith.

3. A. Mary wrote her story
   B. Mary is in class
   C. Mary, who wrote her story, is in class

4. A. The police were call
   B. The police came promptly
   C. The police, who were called, came promptly

5. A. The uppire called the strike
   B. Mr. Heppard is the coach.
   C. The umpire, who called the strike, is Mr. Heppard

Underline the adjectives in the following sentences:

1. The lofty mountain seemed to piece the sky
2. Alice samy two songs
3. Tom has a cheerful disposition
4. Hand me that hammer
5. An continuous tapping bothered the students
6. It was a horrible day for Tony.

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7. A beautiful sunrise greeted the travelers
8. Pat scored the first touchdown
9. Do you like those skates
10. Susan has a large lunch.

Mechanics

Punctuate the following sentences:

1. When Elizabeth left school, she took her science project with her.

2. Mr. Jones, president of the company, is at home.

3. With a great clatter, the dishes feel off the counter.

4. She brought rulers ink, motebooks, erasers and pencils with her.

5. She was born on January 26, 1942, in Cheshire, Connecticut.

6. Shut the window; there's a draft.

7. Alex, the tallest boy in class, gave an excellent report.

8. From the top of the stairs, she called to her husband.

9. On March 9th, 1973, we had a hurricane strike our town.

10. He adid not to talk to fast; it causes misunderstandings.

Comprehension

A. Sentense meaning - Read each sentence and answer the questions below by underlining the word or phrase whihh best answers the question

1. The class was usually more spirited, but on this last day of school, they realized that next year half of them would be going on to North Thorne High and the others to South Thorne High.

    a. What were the feelings of the pupils?
    happy sad joyous

    b. How many students were going on the South Thorne High?
    one-half three-fourths one-third

2. The boys stood quiet and motionless when they noticed the huge silhouette against the sideeof their tent.

    a. How do you think the boys felt?
    afraid bored happy

    b. What had the boys seen?
    a light a shadow a wall

3. The huge plane roared skyward on the first step of its journey north to the polar route to Europe.

    a. Where was the plane's final stop?
    Asia North Pole Europe

b. What route was the plane taking?
southern [✓ polar] Atlantic

4. Penny knew her trembling would disappear as soon as the contest began, but right now she looked at faces in the audience, hoping to catch a glimpse of her mother's smile.

a. How did Penny feel?
[✓ nervous] calm homesick

b. What was Penny looking for?
an exit [✓ an approving look] a chair

5. Tim knew that Mr. Ryan was depending on him to deliver the pane of glass in one piece, so he stepped gingerly from board to board on the rickety old bridge.

a. What kind of bridge did Tim cross?
strong slippery [✓ shaky]

b. What word do you think would best tell how Tim crossed the bridge?
carelessly [✓ carefully] completely

Reading for Details - Read the following paragraph and circle the word or words which complete each statement that follows

In 1867, the United States bought Alaska from Russia for $7,200,000 in gold. This added 586,400 square miles to the total area of the United States. Little notice was given this vast land until gold was discovered there in 1896. Large stores of silver, gold, coal and petroleum have since been found. Alaska is blessed with fertile soil and a mild climate in many areas. It is now possible to travel by car up the Alaskan Highway to Fairbanks.

1. Gold was discovered in (1867, 1869, [✓ 1896])

2. Alaska was bought in ([✓ 1867], 1869, 1896)

3. Little attention was given Alaska until (silver, [✓ gold], coal) was discovered.

4. Soil in Alaska is ([✓ fertile], sandy, rocky)

5. The total area of Alaska is (865,400 - 568,400 - [✓ 586,400]) square miles.

Listening Comprehension: Listen to the selection being read and try to recall the main idea and details as you hear them. After the selection is read answer the questions below:

Teacher reads the following paragraph

A Cartoonist

Walt Disney was the man whose creativity gave life to the cartoon characters Mickey Mouse and Donald Duck. Born in Chicago, Illinois, in 1901, he grew up in the Midwest, spending part of his boyhood in Missouri. He began his carreer as a commercial artist in Kansas City, Missouri. It was here in 1920 that he did his first work on a motion-picture cortoon. In 1923 he moved on to Hollywood, where financial success made it possible for him to branch into other fields of entertainment and to produce feature-length animated cartoons, movies, and television shows. One of his most famous projects was Disneyland, a 180-acre amusement park in California. Although Walt Disney died in 1966, the products of his inventive mind are still entertaining people of many ages.

1. Who created Mickey Mouse and Donald Duck? Disney

2. Where was Walt Disney born? Chicago, Illinois

3. Disney began his career as a commercial artist.

4. Where did Disney achieve financial success? Hollywood

5. What was Disney's most famous project? Disneyland

Rewrite the following paragraph using complex sentences.

Iron is a plentiful metal. It is one of the most useful materials on earth. A surgeon's knife is made of iron. Steel beams in a building are made of iron. Even the wire in a spiral notebook may be made of iron. Another quality of iron is its ability to be magnetized. Its many uses make iron valuable in numerous ways.

Write a short non-fiction narrative including each of the following cause and effect relationships.

a. excessive rain - flooding
b. flood danger - town council meeting
c. erosion - mud-filled streams

Write a short fiction narrative including each of the following cause + effect relationships

a. forest fire - unattended campfire
b. disappearance of ponds - fewer wild fowl
c. ash-filled streams - forest fire

Level 23

LANGUAGE ARTS
Level Report
Avon, Conn.

Middle School

Date________________________________

Dear Parent,

___________________________________has completed the Language Arts Skills taught at Level 22. The following is an overview of your child's next level.

Overview of Level 23

I. Language Skills

  A. Spelling and Semantics

    1. Identification of New Words
      a. vocabulary related to literature units
      b. vocabulary related to content areas
      c. dictionary and glossary

    2. Content Clues
      a. Meanings
      b. Outcome
      c. Homonym

    3. Word Elements and Structure
      a. Review syllabication
      b. Review spelling principles
      c. Correct usage of suffixes

    4. Word Relationships
      a. Definitions - study and create
      b. Synonyms

  B. Syntax
    1. Recursive Transform
    2. Restrictive and non-restrictive clauses
    3. Noun phrases (types - function)
    4. Verb Phrases
    5. Optional auxitiaries

  C. Mechanics
    1. Commas in non-restrictive clauses
    2. Hyphens
    3. Review Personal Letters - Business Letters

II. Comprehension
  A. Meanings
  B. Conclusions
  C. Judgement of reliability of statements

III. Composition
  A. Writteen Compositon
    1. Alliteration - Onometopoeia - Simile Metaphor
    2. Metaphor
    3. Paragraphs Using Sensory details

  B. Spoken Composition
    Discuss theme

Level 23

I. Language Skills

A. Spelling + Semantics

1. Identification of new words
    a. Develop sight vocabulary related to literature used
    b. Develop and use vocabulary related to subject areas
    c. Distinguish between multiple meanings of words through use of dictionary, glossary and thesaurus.

2. Use context clues
    a. Determine meanings of new words in context of literature being studied.
    b. Develop ease in anticipating what will come next in a phrase or sentence.
    c. Emphasize how context clues determine which homonym is needed in a particular sentence
    d. Share and use new words from independent study and reading

3. Word elements and structure.
    a. Review syllabication
    b. Review spelling principles for prefixes mastered on level 22
    c. Master the following spelling principles for suffixes and word endings.
        (1) Words that end in "e" usually drop the "e" before an ending or a suffix that begins with a vowel letter.
        inquire + ed → inquired
        adore + able → adorable
        educate + ion → education
        Exceptions: acreage, miliage
        (2) Words that end in "ie" change "ie" to "y" before "ing"
        die + ing → dying
        lie + ing → lying
        (3) Although final "e" is usually dropped before the suffix "able" and the suffix "Y", some words ending in "able" and in "Y" have alternate spellings.
        like + able → likeable, likable
        love + able → loveable, lovable
        (4) Words that end in "e" usually keep the "e" before a suffix that begins with a consonant letter
        waste + ful → wasteful
        measure + ment → measurement
        Exceptions: true + ly → truly
        argue + ment → argument
        whole + ly → wholly

    d. Understands the correct usage of the following suffixes

1. able
2. al
3. ate
4. ation
5. ant
6. ative
7. ance
8. cy
9. en
10. ence
11. ent
12. er
13. ess
14. em
15. ex
16. ful
17. ing
18. ion
19. ism
20. ist
21. ity
22. ive
23. ize
24. less
25. let
26. ment
27. ling
28. ular

4. Word relationships

    1. Study definitions of words used in literature studied

2. Create definitions of familiar words
3. Use new words and their synonyms in written + oral composition

B. Syntax (Study of grammatical structure)

1. Review Recursive Transform - relative clause
2. Differentiate between restrictive and non-restrictive clauses.
3. Review of Noun Phrases
    - a. types of nouns
    - b. functions
        - (1) Subject
        - (2) Direct object
        - (3) Complement of verb
        - (4) Object of preposition
        - (5) Introduce indirect object

4. Concentrated work on Verb Phrase
    - a. Auxiliary
        - (1) tense 86-87
            - (a) past 96-97
            - (b) present

        - (2) Optional auxiliaries
            - (a) be + ing 84-85, 93-95
            - (b) modals 152
            - (c) have + participle 86-87, 96-97, 189

C. Mechanics

1. Use of commas around non-restrictive clauses
2. Use of hyphens between:
    - a. parts of compound numbers
    - b. parts of compound names(nouns) brother-in-law
    - c. prefixes and proper nouns

3. Form for personal letters
4. Form for business letters
5. Review use of bring and take

II. Comprehension

A. Meaning of selection
1. ability to see how sentences in a selection are related
2. see how whole selection expresses one idea
3. recognizes main idea with or without repetition
4. see how details sequentially support the main idea
5. locate main idea at beginning, end or middle of selection

B. Arriving at conclusions
1. distinguish between opinion and conclusion
    opinion: need not be supported by stronge evidence
    conslusion: must be supported by strong evidence
2. Ability to judge the reliability of statements
    - a. importance of publication date
    - b. qualifications of author
    - c. students listen for loaded words or statements in news commentaires and commercials and identify the effect of loaded words on the validity*
3. recognizes emotional words as a propaganda technique

* of a speaker's supporting material

Level Test - Level 23

Spelling and Semantics

Circle the definition of the underlined word in the sentence.

1. The soldier forgot his overnight pass.

   a. Road, a defile through mountains
   b. Act of passing
   [✓ c.] Permission to pass or go through
   d. A thrust, as in fencing
   e. To convey by a deed or will
   f. To test successfully

2. It is necessary to scoop out the dirt.

   a. A large ladle
   b. A deep shovel
   c. A basin-like cavity
   [✓ d.] Make hollow

3. John was no match for the runner.

   a. A wick or cord prepared to burn.
   b. Slender piece of wood
   [✓ c.] Person equal to another
   d. The coming togebher of two parties
   e. A matrimonial union

4. The state's "blue laws" were studied by the lawyers.

   a. Having the color of the clear sky.
   b. Law in spirits
   c. Tending to produce low spirits
   [✓ d.] Severe or overstrict in morals
   e. Color of the spectrums

5. The deep tones of the choir were almost perfect.

   a. Extending for below the surface
   b. Extending far back
   c. Hard to comprehend
   d. Serious, grave, intense, also heavy.
   e. Penetrating
   f. Of colors, strong, intense
   [✓ g.] Of low tone
   h. Immersed: absorbed; as deep in debt

Circle the correct word in the following sentences:

1. Do not __________ the speed limit
   excess [✓ exceed,] execute

2. Updrafts are ___________ currents.
   conviction, [✓ convection]

C. Author's purpose

1. identify author's purpose
    a. to inform
    b. to entertain
    c. to persuade
    d. to share an experience

2. listerners detect tactics of persuasion contained in advertisements and discussions presented to them orally

III. Composition

A. Written composition

1. Review the use of:
    a. alliteration
    b. onomatopoeia
    c. simile
    d. metaphor
    e. hyperbole

2. Develops the ability to extend the use of metaphor to more than one sentence.

3. Develops paragraphs of description using sensory details to
    a. describe natural objects
    b. write character sketches

B. Spoken Composition

Skill :

Students should have the ability to discuss theme as found in poems or short stories

Sggested Activity

Prepare and record for the class a collection of poems or a selected short story.
Discuss the theme of the selection and provide practice for the students identifying the main idea of each individual selection.

Level Test 1 Level 23

3. ____________ his request.
refuge, [✓ refuse], re-fuse

4. The ship's ____________ was broken.
most, [✓ mast], must

5. He made a ____________ with his hadd.
glare. genuine, [✓ gesture]

6. We traveled ____________
aboard, [✓ abroad], absorb

7. The pilot made ____________ by radio
contrast, contract, [✓ contact]

8. Anger is needless ____________
[✓ rage], rag, enrage

9. Laws are called ____________
statues, [✓ statures], statue

10. Healthy people ____________ often.
bath, [✓ bathe], both

Form new words by adding the suffixes indicated

1. adore + able	adorable
2. store + gge	storage
3. tax + able	taxable
4. choice + est	choicest
5. merry + ment	merriment
6. comfortable + ly	comfortably
7. man + hood	manhood
8. rely + ance	reliance
9. life + like	lifelike
10. ship + ment	shipment
11. possible + ly	possibly
12. perplex + ing	perplexing
13. tire + some	tiresome
14. penny + less	penniless
15. service + able	serviceable
16. occur + ence	occurrence
17. probable + ly	probably
18. dial + ed	dialed
19. manage + able	manageable
20. social + ly	socially

Syntax

I. Identify the relative clauses in the following sentences and tell whether each is restrictive or nonrestuctive.

1. Students who knew the principal accepted his new code. NR

2. The lady, who carried the groceries, was her mother. R

3. The detective, who knew the case well, solved the crime. R

4. The river, which flowed past the city, was polluted. R

Level Test - Level 23

7

5. They called to John, who was running the wrong way. R

1. Write the words represented by the following:

moved A. past + move — f. past + fight fought
sang b. past + sing — g. past + sell ~~sold~~-
caught c. past + catch — h. past + say said
toke d. past + take — i. past + throw threw
slept e. past + sleep — j. past + strike struck

2. Tell whether each verb phrase in the following sentences contains a verbal or be. Tell whether the tense is present or past:

1. The fisherman caught forty eels. Ver. Past
2. The fat puppy slept in the sun Ver. Past
3. Avonn is twelve miles from Hartford. Be Pres
4. We were late for class. Be Past
5. Mystic was an important trading port. Be Past
6. A clumsy raccoon has climbed into the apple tree. Ver. Past
7. The concert is at Oakdale. Be Pres.
8. The doctor has prescribed a diet. Ver. Past
9. The mailman has just left a letter from Spain. Ver. Past
10. Whipped cream is light. Be. Pres

Mechanics

Circle ten incorrect items in the following business letter.

213 E. Pearson Street
Chicago, Ill. 60611

July 10, 1973 .
skipped line

indented
Rover Division
British Leyland Motors Inc.
600 Willow Tree Rd.
Leonia, N.J. 07605

one line should be skipped

Dear Sirs,
Please forward to me your brochure on the rover 3500s automobile with the V-8 engine.
Also, can you supply me with a lsit of Rover dealers in my area.

Yours Truly,

Thomas L. Hansen

Level Test - Level 23

B. The mosquito goes through a number of stages in its growth. It begins as an egg. Then after four days it becomes a larva. Twelve days later it will be seen as a pupa. Within five days after that it appears as a full-grown mosquito.

1. What was the author's purpose?

a. to entertain
b. to share an experience
c. to inform

2. Who has the best qualifications for writing this paragraph?

a. a biologist
b. a farmer
c. a chemist

C. One of the things we enjoyed most about Europe was the peaceful little country inns. At one tiny village in Switzerland we were awakened on a clear, sunny morning by the faraway clanking of cowbells.

1. What was thw author's purpose?

[✓ a.] to share an experience
b. to persuade
c. to inform

2. Who has the best qualifications for writing this paragraph?

a. a young woman who read Heidi
[✓ b.] a person who has lived in Europe
c. a man who imports Swiss watches.

D. The English language continues to increase because of the names of new products and inventions, specialized vocabularies, slang, and regional differences.

1. What is the author's purpose?

a. to convince
[✓ b.] to teach
c. to inform

2. Who would be most qualified to make the above statement.

[✓ a.] a doctor
b. a linguist
c. a politician

E. In order to operate a sewing machine a seamstress must follow all directions carefully.

1. What is the author's purpose?

[✓ a.] to inform
b. to entertain
c. to persuade

Level Test - Level 23

Use the hypen correctly in each of the following sentences:

1. His mother-in-law's plane was late.
2. There were twenty to twenty-one men on leave.
3. Science has progressed since pre-Sputnik days.
4. One thousand fifty-five applications were reviewed.
5. Has he ever pitched a no-hit, no-run game.
6. He ate three-fourths of the pie.
7. He claimed that it was a one-in-a-lifetime opportunity.
8. He wore a wide- striped shirt.
9. Please write six will-written paragraphs
10. Everything here is run on a pay-as-you-go basis.

Comperhension

On the lines before the statements, write F if the statement is fact and O if the statement is an opinion.

O 1. All cakes should have chocolate frosting.

O 2. Switzerland is the most beautiful country in the whole world.

F 3. Six percent of the American history class failed the final exam.

F 4. Thanksgiving day is always on a Thursday.

O 5. It rains too much in this part of the state.

F 6. This desk is thirty-three inches high and twenty inches wide.

F 7. Lewis Carroll was born on January 27, 1832.

F 8. Alaska has the longest coastline of any state in the Union.

O 9. Stopping for a pizza after the game is a good idea.

O 10. Ice-skating requires much more skill than skiing.

Carefully read each selection. Then circle the correct answer.

A. Autumn in this area has been especially dry. If you go into the woods, remember the great danger of fires. If you can avoid it, do not even light a campfire. Be more careful than usual. Only you can prevent forest fires.

1. What was the author's purpose in writing the paragraph above?
   a. to entertain
   [✓ b.] to persuade
   c. to share an experience

2. Which of the following people has the best qualifications for writing this paragraph?
   a. cub scout leader
   b. biology teacher
   [✓ c.] forest ranger

Level Test - Level 23

2. Who is most qualified to make the above statement.

- a. mechanic
- b. salesman
- [✓ c.] home-economics teacher

List ten persuasive words you hear as the teacher reads a paragraph intended to arouse your emotions.

Teacher read the following:

The citizens of this town have decided that they can no longer tolerate the arrogant indifference of the mayor to our repeated appeals for a policeman to guard our busiest crossing during the hours of heavy traffic. Today the tragic death of our charming and popular librarian, the dainty Mrs. W. whose car wah hit by a truck, can be charged directly to the mayor's failure to provide protection at the Simpson Street corner. This is a tragedythat must be charged to the continued neglect of the mayor to honor our pressing warnings.

I. Identify the use of
- A. alliteration
- B. onomatopoeia
- C. metaphor

The Highway Man
Alfred Nayes

The wind was a torrent of darkness among the gusty trees,
The moon was a ghostly galleon° tossed upon cloudy seas,
The road was a ribbon of moonlight over the purple moor,
And the highwaymen came riding-
Riding-riding-
The highwayman came riding, up to the old inn door.

He'd a French cocked hat on his forehead, a bunch of lace
at his chin,
A coat of claret velvet,° and breeches of brown doeskin;
They fitted with never a wrinkle: his boots were up to the thigh!
And he rode with a jeweled twinkle,
His pistol butts a-twinkle,
His rapier hilt° a-twinkle, under the jeweled sky.

Over the cobbles he clattered and clashed in the dark innyard,
And he tapped with his whip on the shutters, but all was locked and
barred;
He whistled a tune to the window, and who should be waiting
there
But the landlord's black-eyed daughter,
Bess, the landlord's daughter,
Plaiting° a dark red love knot into her long black hair.

Level Test - Level 23

II. Develop a descriptive composition on one of the following topics. Be sure to use words which appeal to the five senses.

A. At the Beach
B. A Haunted House
C. Our cellar
D. Holiday Dinner Table

Level 24

LANGUAGE ARTS
Level Report
Avon, Conn.

Date ____________________

Dear Parent,

____________________ has completed the Language Arts Skills taught at Level 23. The following is an overview of your child's next level.

Overview of Level 24

- I. Language Skills
  - A. Spelling and Semantics
    - 1. Identification of new words
      - a. vocabulary related to literature units
      - b. vocabulary related to content areas
      - c. dictionary - glossary - thesaurus

    - 2. Content Clues
      - a. Meanings
      - b. Homonym

    - 3. Word Elements
      - a. Recall and apply spelling principles
      - b. Review prefixes - suffixes and root words

    - 4. Word relationships
      - a. Definition of word in Literature Units
      - b. Original and dictionary definitions

  - B. Syntax
    - 1. Expand knowledge of verb phrase
    - 2. Forms of Be

  - C. Mechanics
    - 1. Recall and apply punctuation marks
    - 2. Usage

- II. Comprehension
  - 1. Cause and Effect
  - 2. Order of Importance
  - 3. Organization and Recall
  - 4. Skim

- III. Composition
  - A. Written Composition
    - 1. Details
    - 2. Techniques
  - B. Spoken Composition
    - 1. Oral compositions

Level 24

I. Language Skills

A. Spelling and Semantics - Students should be able to:

1. Identify new words
    - a. Develop sight vocabulary related to literature used
    - b. Develop and use vocabulary related to subject areas
    - c. Distinguish between multiple meanings of words through use of dictionary, glossary and thesaurus.

2. Use context clues
    - a. Determine meaning of new words in context of literat literature being studied.
    - b. Develop a facility to anticipate what will come next in a phrase or sentence
    - c. Use context clues to determine which homonym is needed in a particular sentence.
    - d. Share and use new words from independent study and reading.

3. Recognize word element and comprehend structure
    - a. Recall and apply spelling principles and usage of prefixes in lower levels
    - b. Recall and apply spelling principles and usage of suffixes
    - c. Identify root words (words from which other words are formed)
    - d. Build new words using prefixes, suffixes and roots

4. Word relationships
    - a. Define words used in literature studied
    - b. Write definitions for words created by using prefixes, suffixes and roots (compare original and dictionary definitions)
    - c. Use new words and their synonyms in written and oral composition.

B. Syntax - (study of grammatical structure) - students should be able to:

1. Expand knowledge of verb phrase
    - a. Recall and apply #4 level 23 before continuing
    - b. Recognize construction of verbals
        - (1) Transitive + noun phrase
        - (2) Intransitive
            - (a) + adverb of manner
            - (b) + adverb of place
            - (c) + adverb of time
    - c. Recognize the constructions involving forms of Be + Complements
        - (1) Be + noun phrase
        - (2) Be + adverb of place
        - (3) Be + adjective

C. Mechanics - Students should be able to:

1. Recall and apply the uses of the following marks of punctuation
    a. Uses of comma
    b. Uses of semi-colon
    c. Uses of hyphen
    d. Uses of parentheses
        (1) To enclose explanatory materical added to sentence
        (2) To enclose numbers or letters enumerating parts of a sentence
    e. Use of underlining to identify the titles longer work
    f. Use of quotation marks to identify the titles of shorter works

2. Differentiate between the usage of the following:
    a. It's - Its
    b. Them - Those
    c. Pronoun reference after anyone, everyone, etc.
    d. Who - Whom

II. Comprehension - Students should be able to:

A. Understand cause and effect
1. Recognize signal words in cause and effect relationships (since, because, when, therefore, so that, in order to)
2. Reason to a cause when the effect id given.
3. Reason to an effect when the cause is given
4. Identify problems in pictures, stories etc. and provide possible outcomes
5. Relate cause and effect to literature units studied.
6. Listen to several short paragraphs with clear-cut sequence of events and state the outcome

B. Understand the ordering of details through order of Importance
1. students Arrange factual details in the order of their importance.
    (a) the main thought
    (b) the facts which explain the main thought
    (c) at least one example of the explanation

2. Identify order of importance in
    a. chronological order
    b. order of location

3. Listen to story on theme such as survival and list in order of importance, events which effect the outcome.

C. Organize and recall info in a multi-paragraph work of longer works.
1. Arrange topics within a selection
2. Omit unnecessary details
3. Recognize transitions that join paragraphs
4. Utilize SQ3R study method
5. Limit an outline
6. Select appropriate & accurate titles and headings.
7. Construct mental outlines while listening to a selection by completing the following steps

   a. Listening to a selection the first time and concentrating on main thought.
   b. Main thought prepares for details which are to be read faster
   c. Recalling main thoughts and orginizing in sensible order
   d. Go over selection a second time, somewhat more slowly
   e. At end of each paragraph, visualize outline of paragraph
   f. Form mental outline of whole selection. Glance back at selection of necessary
   g. Recall outline from memory

D. Develop ability to skim

   1. Develop skill in rapid movement up and down the page for words and numbers
   2. Skim lists, directories, table of contents, almanac, dictionary
   3. Skim paragraph for locating information
   4. Skim to locate brief thoughts
   5. Skim when key word is not in text
   6. Skim selection for specific information
   7. Skim for general impressions
   8. Skim to decide usefulness
   9. Skip unimportant words
   10. Skim a long selection

III. Composition

A. Written composition - Students should be able to:

   1. Develop the organization of details in writing by practicing the following techniques
      a. Order of location in scene being described
      b. Chronological order in narration
      c. Order in paragraphs of comparison recognizes the following method
         (1) Separate paragraphs explaining and describing each object.
         (2) One paragraph devoted to similarities of each object.
             One paragraph devoted to diffenences of each object.
         (3) Sentence by sentence somparison of two objects
      d. Order in cause and effect; developed in paragraphs as well as sentances

B. Spoken composition - Students should be able to:

   1. Select a topic which is limited i.e. traffic problems in Avon. for an oral composition

Suggested Activity

Place a broad topic on the board, such as "American History." Show students how this topic takes in too many details. Narrow the topic to where one main idea can be shown. Discuss narrowing a topic as a significant process in preparing a speech.

Level 24

Comprehension

A. Give two possible effects for each of the following causes.

	Cause	Effects	
1.	child crying	________	________
2.	walk slowly	________	________
3.	homerun	________	________
4.	study	________	________
5.	littering	________	________

B. Give two possible causes for each of the following effects.

	Causes		Effect
1.	________	________	flood
2.	________	________	scarce game
3.	________	________	car accident
4.	________	________	broken window
5.	________	________	starvation

Comprehension - Cause & Effect

Read the following paragraph. Identify the main problem involved and give a possible outcome on the line below the paragraph.

For two years people in the valley have been working to solve the problems that resulted from the tragic fire. But it will be many years before the area can support large numbers of wildlife again. The thoughtlessness of one individual set off a chain of events that has affected many lives.

Problem: ____

____

____

Possible outcomes: ________________________________

____

____

____

____

Level 24

Comprehension·

A) Listen to the news article read by the teacher
b) Complete the following outline by recalling the facts heard during the reading.

a) Teacher reads:
Car Swallowed Up As Road Caves In On Riverside Drive

An automobile suddenly dropped from sight on Riverside Drive at 97th Street about 5 P.M. yesterday when a 20-by-30-foot section of the pavement opened up beneath it.

The driver of the northbound car, Francisco Ochoa of 160 Claremont Avenue, was able to clamber out of the cavity but he was taken to St. Luke's Hospital for observation after complaining of a backache.

The car was hauled out of the hole, about 15 feet down at its deepest, by a crane from the construction company building the Hudson River sewer interceptor in the area. Another car was perched precariously at the edge of the cave-in but its driver was able to move away.

Donald Lahr, safety engineer for the joint contracting venture that is building the sewer, said the cave-in might have been caused by the shifting of loose soil into a small tunnel being used for exploration and testing the composition of the earth in the tunnel area.

The collapse occured near a point where soft earth meets a rock section in which blasting had been necessary, he said.

Mr. Lahr carried a meter for detecting possible gas leaks, but he said that none had occurred. Men were also on hand from the Consolidated Edison Company and the city's Department of Highways.

b)1. Main Idea ______________________________

2. Main events in chronological order

____

____

____

____

____

3. Cause of the "cave-in."

____

____

Level 24

Comprehension: Skimming

Read each question and then skim the selection to find the answer. Write your answer on the line.

Selection A

1. What is the name of the mountain described in selection A?
   Mount McKinley

2. How tall is the mountain described in selection A?
   20,320 feet

3. Who was the mountain named for?
   twenty-fifth president of the U.S.

4. What national park surrounds the mountain?
   Mount McKinley National Park

5. To what age in the earth's development does the park seem to belong?
   an ice age

6. When was the park established?
   1917

A few hundred miles south of the Arctic Circle in central Alaska atands Mount McKinley. The mountain was named for the twenty-fifth president of the United States. Rising to a height of 20,320 feet above sea level, Mount McKinley is the tallest mountain on the North American continent.

Surrounding Mount McKinley is the subarctic wilderness of Mount McKinley National Park. The almost two million acres in the park were sat aside by an act of Congress in 1917 making it the thirteenth national park. The still active glaciers and permanently frozen subsoil make the area look as if an ice age in the earth's development were beginning again.

Selection B

7. What seashore is described in selection B?
   Point Reyes National Seashore

8. Approximately how old are the whalebones found there?
   thirty million years

9. What valley is closed to motor vehicles?
   Bear Valley

10. Who was probably the first English sailor to see the area?
    Sir Francis Drake

11. What were the two names of his ship?
    Pelican and Golden Hind

12. How far north of San Frnacisco is this area?
    fifty miles

In addition to national parks, national seashore areas are set aside for conservation and recreation. One of the most recently established national seashores is Point Reyes National Seashore. This area is a one-hundred-square-mile peninsula that lies fifty miles north of San Francisco. The area has changed little since the English sailor Sir Francis Drake probably anchored his ship, the Pelican (renamed the Golden Hind), in the bay. Recently a great mass of whalebones, approximately thirty million years old, was discovered there. Another unique feature is that Bear Valley is closed to any kind of motor vehicle. Only hikers and riders on horseback are permitted in that valley.

Compostion

1. Include the following details in a paragraph through order of location:

1. 1 hour drive
2. hot dog stand
3. Bristol, Connecticut
4. roller coaster rides
5. Lake Compounce
6. small beach
7. located in the foothills of the Berkshires
8. merry-go-round

2. In chronologial order, use the following details in a narrative:

1. fell asleep
2. fire in the bedroom
3. calls fire department
4. rescues sleeper
5. smoking in bed
6. fire truck arrives
7. wife smells smoke
8. crowd gathers
9. cigarette fell on the floor
10. puts out fire

C. Write a paragraph of comparison on one of the following topics

1. softball and baseball
2. frozen foods and fresh foods
3. freedom and slavery

D. Develop one of the following topics using couse and effect relationships to expand the topic.

1. Why is city planning important in the future?
2. Why would travel by submarine be faster than by surface ship?
3. Why will food not be replaced by pills for a long time?

Level Test - Level 24

A. Spelling & Semantics

Words in context - Circle the word which best completes each sentence.

1. The ____________________ is breaking.
   down, don, [✓ dawn]
2. The meat was ____________________.
   though, thought, [✓ tough]
3. A lion ____________________ the hunter.
   attached, [✓ attacked]
4. The window ____________________ is broken.
   pain, [✓ pane], plane
5. No new ____________________ has grown.
   hare, [✓ hair], hear
6. It was a ____________________ surprise.
   grate, [✓ great], greet
7. John ____________________ he was late.
   gra[illegible]e, [✓ great], greet
8. Washin[illegible]on D.C. is the ____________________.
   [✓ capital], capitol, cap it all
9. Please wear ____________________ clothing
   lose, [✓ loose], losing
10. Things are never ____________________ the same.
   quiet, quit, [✓ quite]

B. Build new words by adding prefixes to each of the following words.

1. spell ____________________
2. ports ____________________
3. happy ____________________
4. national ____________________
5. normal ____________________

C. Build new words by adding suffixes to each of the following words.

1. construct ____________________
2. class ____________________
3. care ____________________
4. humid ____________________
5. legal ____________________

Level Test - Level 24

D. Underline the root word in each of the following words.

1. warmest
2. snapping
3. chopped
4. winning
5. entrance

Syntax:

A. Circle the verb in each of the following sentences. Tell whether the verb is transitive or intransitive.

B. If the verb is intransitive indicate where the words following it are:

   1. adverb of manner
   2. adverb of place
   3. adverb of time

1. Japan exports king crabs T
2. The audience laughed loudly INT man.
3. It happened yesterday
4. Dad is upstairs
5. John brought the ice cream T
6. The secret map was in the attic
7. The sales spoke rudely
8. Gypsies are from India INT. PL.
9. We will come tomorrow
10. Margaret eats slowly.

Circle the form of be in each of the following sentences and indicate whether the complement is

   1. noun phrase
   2. adverb of place
   3. adjective

1. The concert was in the park
2. That is the North Star.
3. The water is warm.
4. They were detectives.
5. The burglar was in the den.
6. They are neighbors.
7. The new student is from Texas
8. It must be John
9. While watching the movie, the twins were happy
10. Cindy was in the gym.

Mechanics

Circle the correct word in each of the following sentences

1. (Its, It's) fur is thick.
2. (Who, Whom) took my lunch?
3. The squirrel stood by (its, it's) hiding place
4. (Who, Whom) saw the volcano erupt?
5. (Then, Those) socks are in the drawer.

Level Test - Level 24

6. (Its, It's) almost ten o'clock.
7. (Who, Whom) will find the mouse.
8. Does the salesman know (who, whom) called him?
9. Frank planted (those, them) pines.
10. (Who, Whom) did you find hiding?
11. It cost twenty dollars for (them, those) rackets.
12. (Its, It's) time to leave.
13. Alice didn't like (those, then) assignments.
14. Each swimmer turned in(his, their) towels.
15. One of the boys in the class finished(his, their) experiment.
16. Because everyone did(his, their) share, the work is finished.
17. (Those Them) frogs are jumping in the garden.
18. (Its, It's) mother was near by in the forest.
19. Somebody has lost (his, their) pocketbook.
20. Nobody missed (his, their) chance to dance.

Insert commas wherever they are needed.

1. Billy talked incessantly in school, on the street, and at home
2. I had never seen such high, rugged mountains.
3. Betty offered to get the tickets, and I accepted gratefully
4. Remember, Mark, don't talk as though your mouth were full of hot marbles.
5. The tanker, slow and overloaded, was wallowing in the waves.
6. She was five feet, four inches tall and weighed a hundred pounds, four ounces.

Insert semicolons wherever they are needed.

1. They made us were swimming caps; I hate swimming caps.
2. You may be right; I have, however, made up my mind.

C. [illegible] for each of [illegible].

SUGGESTED READING LIST FOR LEVELS 22-24

POETRY:

Adshead and Duff, eds.	AN INHERITANCE OF POETRY Unusual poems, chiefly for adolescents.
Ferris, Helen, ed.	FAVORITE POEMS OFD AND NEW Over 700 poems for readers of all ages.
Gregory and Zaturenska, eds.	THE CRYSTAL CABINET Anthology of lyric poems, from translations of Chinese poems to Edit Sitwell - specifically for young people.
Plotz, Helen, comp.	IMAGINATION'S OTHER PLACE: POEMS OF SCIENCE AND MATHEMATICS With excerpts from the Bible - from old and new, atoms to relativity, Euclid to Einstein, modern surgery to God.
Blake, William	SONGS OF INNOCENCE
Frost, Robert	YOU COME TOO
Lear, Edward	THE COMPLETE NONSENSE BOOK Contains both "The Book of Nonsense" and "Nonsense Songs and Stories."
Sandburg, Carl	EARLY MOON
	WIND SONG Coversa wide range of subjects, from prayers and people to nature and nonsense.
Shakespeare, William	SEEDS OF TIME Nearly 50 brief selections from Shakespeare, chosen specifically for young readers.

FABLES, TALES, MYTHS AND EPICS:

Arnott, Kathleen	AFRICAN MYTHS AND LEGENDS 34 tales from south of the Sahara.

Level 22-24

Courlander, Harold	THE KING'S DRUM AND OTHER STORIES Stories from Africa identified by tribe; excellent notes.
Courlander and Leslau	THE FIRE ON THE MOUNTAIN AND OTHER ETHIOPIAN STORIES
Lorimer, E.O., ed.	TALES FROM THE ARABIAN NIGHTS Based on the Lang translation.
Lim, Sian-Tek	FOLK TALES FROM CHINA Excellent selection.
Ritchie, Alice	THE TREASURE OF LI-PO Six original fairy tales told with sincerity and dignity.
Jones, Gwyn	WELSH LEGENDS AND FOLK TALES Ancient sagas, folk and fairy tales.
Reeves, James	ENGLISH FABLES AND FAIRY TALES 19 stories; illustrated
Picard, Barbara Lionie	FRENCH LEGENDS, TALES AND FAIRY STORIES A rich and varied source of folk lore.
Grimm, Johann and Wilhelm	GRIMM'S FAIRY TALES
Picard, Barbara Leonie	GERMAN HERO-SAGAS AND FOLK TALES "Siegfried" and other sagas, as well as folk tales such as the "Pied Piper."
O'Faolain, Eileen	IRISH SAGAS AND FOLK TALES Epic and folk talestto delight reader and audience.
McAlpine, H. & W., Comp.	JAPANESE TALES AND LEGENDS

MacFarlan, Allan A.	INDIAN ADVENTURE TRAILS: TALES OF TRAILS AND TIPIS, PONIES AND PADDLES, WARPATHS AND WARRIORS More plot and action than most Indian tales.
Field, Rachel	AMERICAN FOLK AND FAIRY TALES Indian, Negro and Southern Mountain, as well as "Rip Van Winkle."
Jagendorf, Moritz	NEW ENGLAND BEAN POT: AMERICAN FOLK STORIES TO READ AND TELL Tales of the six New England states told with zest and humor.
Shepherd, Esther	PAUL BUNYAN The most complete edition of these stories.
Jones, V.S. Vernon, tr.	AESOP'S FABLES Satisfactory edition for children and adults; illustrated-appeal to older children.
Coolidge, Olivia E.	GREEK MYTHS 27 of the most widely known myths.
Pyle, Howard	THE MERRY ADVENTURES OF ROBIN HOOD OF GREAT RENOWN IN NOTTINGHAMSHIRE Great prose edition - best source for reading and telling.

MISCELLANEOUS FICTION:

Anderson, Hans Christian	THE COMPLETE ANDERSON Fine translation by Jean Hersholt -- 168 tales, keeping Anderson's style and spirit.
Barrie, Sir James	PETER PAN

Level 22-24

Boston, L.M.	THE CHILDREN OF GREENE KNOWE THREASURE OF GREENE KNOWE THE RIVER OF GREENE KNOWE Fantasy, in which an English boy, Tolly, goes back and forth in time, between the present and the 17th century.
Carroll, Lewis	ALICE'S ADVENTURES IN WONDERLAND
Clarke, Arthur C.	DOLPHIN ISLAND Science fiction - a teen-ager becomes interested in dolphins when they save him from drowning.
de la Mare, Walter	THE THREE ROYAL MONKEYS Animal fantasy - long tale told with poetic beauty.
Du Bois, William Pene	TWENTY-ONE BALLOONS Professor Sherman sets off in a balloon; lands on Karkatoa, a land of wonderful gadgets. Builds high suspense.
Field, Rachel	HITTY, HER FIRST HUNDRED YEARS A hundred years in the life of a hand-carved doll.
Langton, Jame	THE DIAMOND IN THE WINDOW Fantasy and suspense in Concord, Massachusetts
Lawson, Robert	MR. REVERE AND I A biography of Paul Revere, told by his horse.
Saint-Exupery, Antoine de	THE LITTLE PRINCE An aviator, forced down in the Sahara, meets the prince of a tiny asteroid. A' beautifully told fable.
Cooper, Page	AMIGO, CIRCUS HORSE Circus life - and a young boy who trains his very own palomino.

Level 22-24

Saltin, Felix	BAMBI BAMBI'S CHILDREN Beautifully written stories of forest life.
Burnford, Shiela	THE INCREDIBLE JOURNEY 3 heroic animals travel 250 miles through Canadian wilderness to get home.
Clark, Denis	BLACK LIGHTENING A black leopard of Ceylon regains his freedom after a harsh, circus captivity.
	BOOMER An Australian kangaroo - first a pet, then returning to the wild.
George, Jean	THE SUMMER OF THE FALCON A 16 year-old loses interest in training her falcon. Highlight is the description of the falcon's training.
Gipson, Fred	OLD YELLER A dog bitten by a rabid wolf while protecting the family. Texas of 1870's.
James, Will	SMOKY, THE COWHORSE The adventures of a horse from his training by his mother to his becoming vicious through maltreatment.
Kipling, Rudyard	THE JUNGLE BOOK
Kjelgaard, Jim	BIG RED Story of an Irish setter in a series of exciting adventures.
Knight, Eric	LASSIE, COME HOME A dog's loyalty impells her to travel 100 miles to return home.
Alcott, Louisa May	LITTLE WOMEN LITTLE MEN
Twain, Mark	TOM SAWYER

Level 22-24

Bragdon, Elspeth	THAT JUD! An orphaned Maine boy loses and regains the goodwill of his village.
Butler, Beverly	LIGHT IN SINGLE CANDLE Cathy Wheeler loses her sight and struggles to regain her place in her school crowd.
Carson, John F.	THE COACH NOBODY LIKED A basketball coach who puts sportsmanship ahead of winning.
George, Jean	MY SIDE OF THE MOUNTAIN A New York City boy who breaks away from his family to prove he can live by himself on a mountain for a year.
Krumgold, Joseph	ONION JOHN A boy growing up - in conflict with his respect for his father and his hero-worship for the hobo, Onion John.
Ransom, Arbhur	THE SWALLOWS AND THE AMAZONS 2 Families of English children spend their summer on boats and on an island.
Dillon, Ellis	THE SINGING CAVE Tale of discovery and disappearance of Viking remains from cave on an Irish isle.
Hightower, Florence	DARK HORSE OF WOODFIELD A humorous mystery tale with a New England family background.
Kastner, Erich	EMIL AND THE DETECTIVES Robbed on a train to Berlin, young Emil, with the help of other youngsters, tracks down the thief.

Level 22-24

Meader, Stephen	THE FISH HAWK'S NEST Smuggling on the New Jersey coast in the 1820's.
Ball, Zachary	NORTH TO ABILENE Orphaned Seth grows up on a cattle drive from Texas to Abilene.
Bronson, Lynn	THE RUNAWAY A runaway farm boy in Oregon joins the soldiers at Fort Columbia.
Catton, Bruce	BANNERS AT SHENANDOAH Civil War Story of the flag bearer for General Sheridan.
Caudill, Rebacca	TREE OF FREEDOM A Kentucky family during the Revolution - and an apple tree they grow from seed.
Field, Rachel	CALICO BUSH A French-bound girl travels with a Massachusetts family to Maine in 1743.
Forbes, Esther	JOHNY TREMAINE A boy who works for Paul Revere in revolutionary Boston.
Stevenson, Robert Louis	TREASURE ISLAND KIDNAPPED
O'Dell, Scott	ISLAND OF THE BLUE DOLPHINS A lone Indian girl's survival on an island for 18 years in the early 1800's.

Grade 7

Fables

Historical Fiction

Drama

Poetry

Magazine

Short Story

Biography & Autobiography

Novel

Study Skills

Survey: Review and Diagnostic

Survey: Review and Diagnose

DEFINITION: Review unit should begin the school year. Focus is both review & diagnostic. Standards for written work should be established during this unit.

SKILLS:- Students should work in the following areas to the best of their ability.

1. Abbreviations-
   - a. New state abbreviations
   - b. Common abbreviations
2. Capitalization rules
3. Punctuation rules
4. Dragnostic spelling
5. Reading comprehension exam
6. Usage exercises
7. Composition techniques
   - a. Review composition correction symbols
   - b. Review topic sentence
   - c. Magor & minor supporting details
   - d. Writing events in sequential order
8. Vocabulary - diagnostic
9. Study skills
10. Audio - visual discrimination

SUGGESTED ACTIVITEES

1. Games and contest where applicable
2. Audio visual activities
   - a. Let the class remain quiet and listen for all the different sounds that they can identify in the room, in the building, and in the neighboring area.
   - b. Listen to and record the lyrics of a popular recording.
   - c. Topics for discussion: Point out the sorts of distractions to which we need to adjust.
     1. Traffic noises often the result of placing schools on main roads.
     2. Bell signals necessary to the running of a large sbhool.
     3. Movement of other classes while study is in process.
     4. Movement inherent in any group study situation
     5. In life situations: movement of others, talking, radios, etc.

d. Have students listen to directions of how to reach a certain destination and then repeat those directions.

e. Read a list of words which requires pupils to listen for: all words with certain initial consonants, long vowels, short vowels, blends, and so on.

f. Have students identify sounds as recordings of sound effects are played.

g. A series of numbers or letters can be read aloud. After each number or letter, pause from one to three seconds. After a sequence of three, four, five or six has been read, have children write all that they can recall.

h. Have students listen to short paragraphs which compare events, places, or things. Ask them to recall likenesses and differences.

i. Read a story containing scrambled events, and ask the students to rearrange the events.

j. Have students listen to a lecture based largely on sequence of events and take notes on major and minor happenings. Afterwards compare notes of sequence of events then discuss whether the total lecture was clear and complete.

Fable

DEFINITION: A brief tale, either in prose or verse, told to point towards a moral

SKILLS - Student should be able to:

1. Identify the characteristics of a fable:
   - a. Moral which points out the follies of mankind
   - b. Characters are usually animals but can be people or inanimate objects
   - c. Humorous situation or humorous language.
2. Use the following skills in writing a fable
   - A. Dialogue
   - B. Economy of prose

CONTENT AND/OR MATERIALS

The fables of Aesop and La Fontaine can be used here. This is also an area where coordination might be possible with the counties studied in the Social Studies units.

SUGGESTED ACTIVITIES

1. Students use their imagination to create original fables.

2. Listen to records of fables

3. Read fables with morals deleted and let students decide what the morals are.

4. Have students write fables from morals such as:
   - a. Seek wisdom, but do not threw away common sense.
   - b. The early bird catches the worm.
   - c. Don't put all your eggs into one basket.
   - d. A bird in the hand is worth two in the bush.
   - e. Don't count your chickens before they are hatched.
   - f. It's of no use to lock the barn door after the horse is stolen.
   - g. Don't put the cart before the horse.
   - h. One man's meat is another man's poison.

5. The class is divided into three teams. Each team selects one member for each three rounds. The panel is presented with three fables and four morals. Each panel member has three minutes to select two fables and the corresponding morals. When finished they put down their pencils. At the end of the two minutes, the teacher asks for each member's decision. There is one point for every correct answer. The first team to reach twenty points wins the game and is awarded the grand prize.

Historical Fiction

DEFINITION: Narrative prose fiction in which a person, event or spirit of a past age is the main concern.

SKILLS - Student should be able to:

1. Understand the relationship of political and social elements to the development of character
2. Recognize the influences of historical setting on the development of the plot. They should be able to identify passages containing the historical setting.
3. Apply the more universal elements of a given novel to today's problems and concerns.
4. Identify any symbols, unusual punctuation, irregular spelling or obscure vocabulary which add to the historical flavor.

SUGGESTED CONTENT AND/OR MATERIAL

To correlate with the Social Studies program. European historical fiction might be used.

SUGGESTED ACTIVITIES

1. Students are chosen to serve as panel members and a moderator. These students should be seated in front of the class and the remainder of the class directs questions about the story to the panel members through the moderator. If a panel member fails to answer the question correctly the person who asked the question is given an opportunity to answer. If he does so correctly he takes the place of the panel member who failed to answer.
2. After students have read an assigned number of short stories, they choose one to rewrite as a play. They should list characters, describe setting and indicate stage directions. The three best scripts can be presented in walk-through performances in which the actors read the script but are familiar with the lines and characters. Some stories can be staged in pantomime form with a reader or narrator carrying the burden of the lines while the actors perform the action silently.
3. Many books, both fiction and nonfiction, point out that "No man is an island" (Donne). A student who recognizes this as a theme in his novel might write a short summary illustrating that point and mount his summary with a picture of a large island. The island can be cut from a commercial map or can be drawn by the student. Other themes with appropriate cut outs could be used with equal effectiveness.
4. Students present and film a You Are There interview.

One Act Play

DEFINITION: A presentation where actors imitate a story by gestures and/or words for an audience.

SKILLS - Students will be able to:

1. Understand the structure of a play:

    a. Characterization - why the characters act as they do.

    b. Plot - unraveling of a conflict between an antagonist and a protagonist

    c. Setting - as it involves time and location

    d. Dialogue - as a device the playwright uses to create fear, horror, happiness and sadness.

    e. Exposition - the main problem as identified in the beginning of the play.

    f. Complication - the decision which must be made or problem that must be solved by the characters.

    g. Conflict - 1. inner - develops within the character and is concerned with the problems of right and wrong, good and evil.

        2. outer - occurs between two characters or groups of opposing characters

    h. Climax - turning point of the play including the highest point of action or suspense. In drama the emphasis is on the character's effort to solve the problem he faces.

    i. Denouement - resolution of minor problems and relationships is worked out.

2. Define the terms used in drema

    a. cue
    b. upstage
    c. down stage
    d. trap door
    e. backdrop

3. Research the history of drama. A short historical outline is provided in the appendix.

SUGGESTED ACTIVITIES

1. Use available films for studying the structure of drama.

2. Have students creat their own scripts, prepare their own costumes, make their scenery and present the play. Video tape the play so that the cast can evalute their work.

Appendix-- Historical Outline for Equivalent Grade Seven

One possible outline to the history of drama

I. Greek Drama

- A. Greek Tragedy - Sophocles, Euripides
- B. Greek Comedy - Aristophanes

II. Medieval Drama

- A. Miracle Plays
- B. Mystery plays
- C. Mummer plays
- D. Masques

III. Renaissance in Italy

- A. "Comedia dell'arte" - improvised comedy
- B. Harlequin- pantomimes performed with diamond - patterned costumes

IV. Renaissance Elsewhere on the Continent

- A. Spain - Cervantes - "Don Quixote"
- B. France - Molière - "The Misanthrope"

V. Renaissance in England

- A. Thomas Heywood - " Woman Killed with Kindness.
- B. Thomas Kyd - "The Spanish Tragedy"

VI. Elizabethan Drama

- A. Christopher Marlowe - "Doctor Faustus"
- B. Ben Johnson - "Everyman in his Humor"
- C. William Shakespeare -
    1. Shakespearean Playhouse Laurence Olivier
    2. Romeo and Juliet
    3. Midsummer Night's Dream.
- D. Drama in England Today
    1. National Theatre under Laurence Olivier
    2. Stratford on Amon
    3. John Osborne
       J.B. Priestly
       T.S. Eliot
       Harold Pinter
       Robert Bolt
       Tom Stoppard

VII. Drama in Asia

- A. The Nō (Noh)
- B. The Bunraku or Doll Theatre
- C. The Kabuki

Poetry

DEFINITION: Writing characterized by the presence of imagination and sense impressions expressed in an orderly arrangement of parts.

SKILLS - Students will be able to:

1. Use the different forms of poetry:
   a. Haiku - a short verse form with three non-rhyming lines have only 17 syllables 5 in the first line, 7 in the second and 5 in the third.

   b. Tanka - short verse of 5 lines measured 5-7-5-7-7 syllables

   c. Terse verse - poem of only two or three words with appropriate titles. It should express action or thought. Ex: What a desperate husband begged his wife to do "Diet in quiet."

   d. Clerihew - four line poem utilizing a famous name. The first two lines rhyme as so the third and fourth:
   Charlie Brown
   Is always down,
   And when Lucy comes by,
   He's certain to "sigh".

   e. Diamante - 7 line poem with the following pattern placed in a diamond shape:

Joy
Frisky, buoyant
Warming, sparkling, reveling
Nonsense, comedy, witchery, absurdity
Haunting, piercing, confusing
Doubtful, lonely
Grief

1) a noun
2) 2 adjectives describing the noun
3) 3 words ending in either -ing or -ed
4) 4 nouns related to the subject
5) 3 verbs showing change or development
6) 2 adjectives showing change
7) noun opposite the subject.

2. Express feelings, thoughts, and reactions to the world around them through the use of the following poetical devices:
   a. simile
   b. metaphor
   c. [illegible]
   d. personification

SUGGESTED ACTIVITIES

1. Have pupils relate original poems to music and tape them; display poems and related art work. Use forms of nature as an inspiration for original poems:
   a. natural objects and scenes
   b. film loops on nature
   c. sound tracks

2. To review poetry terminology create a game similar to "concentration."

The Magazine

DEFINITION: A periodical which is often highly illustrated and which contains various short compositions such as articles, stories, poems.

SKILLS - Student should be able to:

1. Describe the different types of magazines such as:

    a. News
    b. General Interest
    c. Picture
    d. Hobby
    e. Fashion
    f. Digest
    g. Science
    h. Sports
    i. Travel
    j. Young Readers

2. Recognize the different materials contained in magazines:

    A. short stories
    B. articles
    C. essays
    D. poems
    E. jokes
    F. editorials etc.

3. Evaluate the magazines according to:

    a. Range of materials
    b. Usefulness to the reader
    c. View point of editorials
    d. Arrangement of layout (ex. articles, photos, illustration, advertisements)

SUGGESTED ACTIVITIES

1. Students plan a reader's digest for the next month. Each member of the class examines one or more magazines for the current month and selects any articles which he considers meet the standards set by the real Reader's Digest. A committee may act as an editorial staff. Each pupil should give them a one-page summary of the content on the article he has chosen, with title, name of author, and magazine as in the pages of the Digest.

2. Three to five pupils working together each select a magazine from the same group, a news, magazine for example. After each pupil has examined his chosen magazine carefully, the group meets. They compare their findings and prepare to report to the class on the magazines, explaning how they differ in purpose, proposed audience, contents, price, advertising, etc. A good comparison depends on well selected points of similarity or difference.

3. Have students work in small groups preparing magazines based on a common interest. They are to select staff positions and be responsible for the production of the magazine.

4. Students can write magazines based on a particular country they have studied in Social Studies. They can cover all facets of culture.and

Short Story

DEFINITION: Narrative prose fiction shorter than the novel

SKILLS - Students should be able to:

1. Understand how elements of culture can be revealed through a given short story (for example, through the use of local color.)

2. Apply the short story structure to the reading of a selection:

   a. Setting
   b. Characterization
   c. Plot
   d. Conflict
   e. Crisis
   f. Climax
   g. Environment
   h. Solution

CONTENT AND/OR MATERIALS

Selections dealing with European countries as culled from the language arts texts to coordinate with Social Studies.

SUGGESTED ACTIVITIES

1. Have students rewrite a story from a different character's viewpoint.

2. Have students utilize the background of countries being studied in Social Studies as the setting for a story.

3. Students write a story about their visit (real or imaginary) to a foreign country describing their experiences in comparison with life in America.

Biography and Autobiography

DEFINITION: Story of an individual's life, sometimes written in fictionalized form. An autobiography is written by the subject himself.

SKILLS - The student should be able to:

1. Identify the general characteristics of the subject and be able to recall or locate the incidents that revealed these characteristics.

2. Understand how the subject was influenced by his particular period in history, and how he influenced his period.

3. State and back-up an opinion about the subject of his biography or autobiography.

SUGGESTED ACTIVITIES

1. After reading biographies or autobiographies each student writes a biographical sketch of a person in the class. The subject's name is deleted in this 200-300 word biography when it is read to the class. The audience tries to guess the identity of each biography. The sketches should contain more than vital statistics and should reveal the events and people who influenced the individual in his friendships, personality growth, achievements, disappointments and failures.

2. After reading a biography or autobiography, the student writes a radio script in which he presents the background, characters, achievements, failures, friendships, enemies or members of the family who speak in 1st person about the subject as they knew him, influenced him or were affected by him.

3. Autobiography Project - Students research the meanings of surnames, crests and coats of arms. Then students trace their families as far back as possible making a family tree their cover. Then they write short chapters tracing their life, breaking according to crucial turing point.

4. A variation of To Tell the Truth in which candidates present a document to the class and are questioned on it.

5. Students write their own autobiography or autobiographical incidents. If they are interested in a complete autobiography the following guide from Ideas for Teaching English might be helpful:

SUGGESTED TOPICS FOR AUTOBIOGRAPHY

You may illustrate the chapters of your autobiography with pictures, post cards, or other illustrations. Make a title page and a table of contents. Each theme will be a chapter. The following subjects are suggested, but you may have different titles:

Chapter I

An Interesting Ancestor of Mine

How My Family Came, Many Years Ago, to This State, Country, or Community

Study Skills

DEFINITION: The development of resources for self-instruction.

SKILLS - Students should be able to:

1. Use organizational skills

   a. Skim a variety of reading selections

   b. Organize according to main ideas and details

   c. Summarize a selection into concise paragraphs

   d. Listen carefully enough to evaluate an expressed point of view.

   e. Listen to a selection and make justifiable inferences.

2. Use Library Skills

   a. Review the use of the card catalogue

   b. Find specific information in as many of the following as possible:

   Information Please Almanac
   The Guiness Book of World Records
   Dictionary of American History
   Home Book of Quotations
   The Book of Days
   Dictionary of Fictional Characters
   Biographical Dictionary of European Authors
   Dictionary of Music
   Encyclopedia of Science
   Index to Poetry
   Index to Short Story
   Encyclopedia of Careers and Vocational Guidance
   Who's Who
   Encyclopedia of Art
   Encyclopedia of Great Composers

   c. Use the following techniques in writing a paper:

      1) taking notes from a variety of sources
      2) organization of notes into outline form
      3) writing of paper which gives information or has a consistent view
      4) preparation of a bibliography
      5) correct usage of footnoting

SUGGESTED ACTIVITIES

1. Write a short research report paper.

2. Compile a bibliography about topics of interest to many people - Animals, Mystery, Countries etc. Each listing can contain fiction as well as nonfiction titles which are in the resource center. A team of students can work together.

Levels 22 - 24

Materials

A. Language

1. Roberts English Series - Grade Seven and workbook and teacher's guide
2. Scott Foresman - Spelling Our Language Book 7
3. Scott Foresman - Language and How To Use It Book 7
4. Laidlaw - New Approaches Book 7
5. Word Wealth Junior
6. SRA Spelling Word Power Lab IIb
7. Laidlaw - Growth in English

B. Comprehension and Literature

1. Gateway Series
    1. Family is a way of Feeling
    2. Coping
    3. Who Am I?
    4. Stories in Song and Verse

    + teacher's manuals records
2. Scholastic Literature Units
    1. Animals
    2. High Adventure
    3. Small World
3. Famous Mysteries
4. Scott Foresman Open Highways - Book Seven
5. Ginn - Doorways to Discovery and Discovery
6. Introduction to Literature
7. Adventures for Readers - Book 1--Olympic Editions-
   Laureate Edition
8. Harcourt Brace & World - Adventures for You
9. Rand McNally - Voices 1, 2, 3
10. Scott Foresman - Reflections on a Gift of Watermelon Pickle
11. Ginn - To Turn a Stone
12. MacMillan Gateway English - Creatures in Verse, Stories in Song & Verse
13. Scholastic - Cavalcade of Poems
14. Paperback - A Single Light
15. Paperback - Dream Watcher
16. Paperback - 10 Mod Amer Short Stories
17. " Call of the Wild
18. " Captain Courageous
19. " Tea House of the August Moon
20. " True Grit
21. " 21 Great Stories
22. " Flowers for Algernon
23. " Poetry of Rock
24. " 17 From Everywhere
25. " Famous Short Stories
26. " Daughter of the Mountain China
27. " Keys of the Kingdom
28. " Little Pear - the Story of a Chinese Boy
29. " Fiddler on the Roof
30. " Lions in the Way
31. " Moki
32. " The Jungle Books
33. " Born Free

Levels 22 - 24

34. " Seven Japanese Tales
35. " Marchete Chute - Stories from Shakespeare
36. " Chinese Fairy Tales
37. " Brian's Song
38. " The Hobbit
39. " The Pearl and The Red Pony
40. " Track down (remedial
41. " Junior Library: A & B (Kits) (Remedial)
42. " Sixth Grade Library (Kits) (Remedial)
43. " Read Better - Learn More A, B, C (Remedial)
44. " Complete Set of Sports Non-Fiction (high interest)
45. " Complete Set of Sports Fiction (high interest)
46. Harper Row - From Lions to Legends - (6)
46. Broken into Ind. Units
    Workbooks
47. Harper Row - From Pilots to Plastics (7)
48. Scribners - The Yearling
49. Airmont - Kim
50. Gateway Series Striving

C. Composition

1. SRA Writing Labs: Description
   Narration
   Exposition

2. SRA Kit - Writing Reports

D. Supplementary Materials
1. Dictionary and encyclopedia

Level 25

LANGUAGE ARTS
Level Report
Avon, Conn.

Date______________________________

Dear Parent,

______________________________has completed the Language Arts Skills taught at Level 24. The following is an overview ofyyour child's next level.

Overview of Level 25

I. Language Skills

- A. Spelling and Semantics
  - 1. Identification of new words
    - a. vocabulary related to literature units
    - b. vocabulary related to content areas
    - c. reference materials
  - 2. Content Clues
    - a. Meanings
    - b. Outcome
    - c. Synonym - antonym - homonym
    - d. Vocabulary lists
  - 3. Word Elements
    - a. Review prefixes - suffixes and root words
    - b. Review Compound Words
    - c. Accent
  - 4. Word Relationships
    - a. Definitions
    - b. Synonyms and Antonyms for compound words
- B. Syntax
  - 1. transformations
  - 2. Passive transformations
- C. Mechanics
  - 1. Punctuation - reviuw
  - 2. Commas - parenthetical experessions contrasting elements
  - 3. Capitalization - geographic areas - family words

II. Comprehension

- A. Master SQ3R
- B. Main Idea
- C. Order
- D. Generalization
- E. Judgement

III. Composition

- A. Written Composition
  - 1. Multiple paragraphs on same subject
  - 2. Expository paragraphs
  - 3. Details
- B. Spoken Composition
  - 1. Preparation of speeches

IV. Literature Units

Level 25

I. Language Skills

A. Spelling and Semantics - Students should be able to

1. Identify new words
    - a. Develop sight vocabulary related to literature used
    - b. Develop and use vocabulary related to subject areas
    - c. Distinguish between multiple meanings of words through use of reference materials
    - d. Utilize wide related reading to enrich and extend word meaning

2. Use context clues
    - a. Determine meaning of new words in context of literature being studied
    - b. Further develop ease in anticipating what will come next in a phrase or sentence
    - c. Use context clues to determine which synonym, antonym or hononym is needed in a particular sentence
    - d. Have students set up individual vocabulary lists using independent study and reading materials as a source

3. Apply word element and structure by
    - a. Review prefixes, suffixes and roots
    - b. Further develop use of prefixes, suffixes and roots by building new words
    - c. Introduce the elements of compound words ie. the compound word is composed of two smaller words which have been united to form one nonhyphenated word. (workshop, railroad, sidewalk)
    - d. Locate and identify compound words in sentences, paragraphs, news articles etc.
    - e. Master use of accent.
        - 1) the accent mark indicates which syllable or syllables are to be pronounced more strongly.
        - 2) in some words, two accent marks will be found. Primary(stronger) indicates the louder syllable secondary(lighter) not quite as strong but stronger than the unaccented one (índepéndence, curíósity)

4. Identify and use word relationships
    - a. Study definitions of words used in literature studied
    - b. Locate dedinitions of compound words
    - c. Become familiar with synonyms and antonyms for compound words

B. Syntax - (Study of grammatical structure) Students should be able to:

1. Recall and apply concept of transforms
2. Work with the following transformations
   Relative clause
    - a. Review the following
        - 1) Relative pronouns
        - 2) Mechanics of relative clause: insert and matrix --result
        - 3) Recursive transform using relative clause
        - 4) Restrictive and non-restrictive clause
    - b. Work with concept of dilition transform
        - 1) Delete relative pronoun and lense and be
        - 2) Construct passive transformations

Level 25

C. Mechanics - Students should be able to:

1. Punctuate by
   - a. Review punctuation given in levels 19 - 24
   - b. Commas to:
     - 1) Set of arenthetical expressions
     - 2) Set off contrasting elements
     - 3) Indicate omitted words

2. Capitalize by
   - a. Review work done in levels 19 - 24
   - b. Capitalize:
     - 1) Specific geographic areas
     - 2) Family relationship words when used as part of name.
     - 3) Single letters when used ap part of compound word

3. Interpret usage by:
   - a. Review sit, set; lie, lay; rise, raise; etc.
   - b. Drill:
     - 1) Them - those
     - 2) Two - too - to
     - 3) Your - you're

II. Comprehension - Students should be able to:

A. Master SQ3R study method

Survey
Question
Read
Recite
Review

Uses this method with a variety of material in all subject content areas.

B. Understand the message of the selection by

1. Understands how sentences are related to convey a message
2. Recognize that main thought provided advance information
3. Recognize that main thought carries reader or listener through the selection
4. Formulate questions about material read or heard
5. Find main thought without the gelp of headings
6. Differentiate between main thought and key sentence
7. Recognizes how details are related to the main thought
8. Recognizes main thought expressed in two sentences
9. Recognize main thought when it is repeated throughout the paragraph
10. Express main ideas as headlines, news flashes, telegrams, etc.

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1. Punctuate by
    a. Review punctuation given in levels 19 - 24
    b. Commas to:
        1) Set of arenthetical expressions
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        3) Indicate omitted words

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        1) Specific geographic areas
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8. Recognizes main thought expressed in two sentences

9. Recognize main thought when it is repeated throughout the paragraph

10. Express main ideas as headlines, news flashes, telegrams, etc.

Level 25

C. Recognize the order of location by

1. Recognizing order of location in descriptions of
    a. stationary viewer describing a stationary object.
    b. a stationary viewer describing a moving object
    c. a moving viewer describing a stationary object
    d. a moving viewer describing a moving object

D. Make generalizations by

1. Recognize difference between a gemeral terms and specific terms
    Eg. specific: chocolate covered peanuts
    general: candy

2. Recognize general and specific statements
    Eg. general: Many families go camping on weekends
    specific: The Browns went camping at Mountain Lake last summer

E. Make Judgements by

1. Being aware that it is sometimes necessary to withold making a judgement until sufficient information is available
2. Making judgments from tables
3. Ability to spot incorrect judgements
    a. outdated evidence
    b. lack of sufficient evidence
    c. irrelevant evidence
    d. erroneous evidence

*utilize newspaper articles

4. Recognizing propaganda judgments
5. Recognizing statements that lead up to judgments
    a. statements that simply a cause and effect relationship
    b. statements used out of context
    c. recognize slanted words
    d. recognize name calling techniques
    e. recognize use of slogans
6. Making judgments through interpretive reading and listening
7. listening and identify an absurd word in a selection read to them
8. listening to and analyze selections containing propaganda divices.

III. Composition

A. Written composition - Students should be able to:

1. Recall and apply the skill of writing multiple paragraphs on the same subject while maintaining the use of transition between sentences and transition between paragraphs.
2. Develop expository paragraphs by
    a. facts
    b. examples
    c. incidents
    d. reasons
    e. couse and effect

3. Develop organization of details by
    a. chronological order in exposition
    b. order of importance in exposition

Level Test 25

I. Spelling

A. Using a slash to indicate the division, divide the following compound words into their single word components.

1. pennypincher
2. freeload
3. buttercup
4. whalesale
5. mailbox

B. Place accent marks over the stressed syllables in the following words. Remember, there may be secondary as well as primary stress.

1. independence
2. competition
3. definitely
4. interrupt
5. interpret

C. Divide the following words into syllables, using the slash to indicate the division(s).

1. emulate
2. interdisciplimary
3. mutter
4. creative
5. pickle

II. Syntax

A. Transfrom the following sentence pairs into one sentence, making the insert into a relative clause

1. Matrix: I saw the dog.
   Insert: The dog was large and black.

____

____

2. Matrix: Mrs Jones was at the sppermarket.
   Insert: She has fierctly red hair.

____

____

3. Matrix: We gave Peter a new pencil.
   Insert: John had lost his.

____

____

Level 25

B. Spoken composition - Students should be able to:

Utilize examples and descriptions in speech preparation

Suggested Activity:

Have the students prepare speeches on their favorite habby or activity. After the speech is read discuss with the class their understanding of this activity. Show how the use of examples or illustrations helps to clarify the topic.

Level Test - Level 25

4. Matrix: Freedom is precious to us.
   Insert: We earn freedom by being responsible citizens

B. Transform the active sentences into passive sentences.

1. The chinese built the Great Wall.

2. John's parents bought hin a bicycle for his birthday.

3. The three boys ate all the pie before dinner.

C. Rewrite the following pairs of sentences to make one sentence. Make the insert into a phrase, not a clause.

1. Matrix: The boy crashed into the parked car.
   Insert: He was riding his bicycle very fast.

2. Matrix: My mother makes delicious cake.
   Insert: She is the best cook in the world.

3. Matrix: That table needs refinishing.
   Insert: I mean the table that is in the dining room.

4. Matrix: The dog bit Mrs. Luse.
   Insert: He hit her on the leg.

D. On the line at the left of each sentence, indicate whether the underlined clause is restructive (R) or non-restrictive(N). Punctuate the sentence correctly.

____1. The woman who had blond hair wanted it died dark brown.

____2. The book that has the torn pages is unssable.

____3. John who has a new car drives every chance he gets.

____4. The tree that has the 3-pointed leaves is a maple.

III. Mechanics

A. Punctuate the following sentences correctly.

1. The old man is in my opinion very friendly.

2. She could not therefore walk to the store.

3. Ellen as such girls do always has her homework done on time.

4. That book in spite of what he says is good.

5. The less he eats the fatter he gets.

6. The older we get the younger we feel.

7. The dancer is fat but graceful.

8. Little Miss Muffet was frightened not brave.

B. Rewrite correctly, on the line at the left of each sentence, the word in each of the following sentences that should be capitalized.

__________1. His french is not particularly flicent.

__________2. I went fishing with my uncle Bill.

__________3. Thank you far the dress, mother.

__________4. The south is the warmest part of the country.

__________5. Is Raoul still a spanish citizen?

__________6. Never make a u turn on a busy street.

C. Write on the line at the left, the proper word to complete each of the following sentences.

__________1. Have you seen(them, those) books?

__________2. No, are the(your, you're)books?

__________3. Yes, and I need (them, those)badly.

__________4. Are there(two, too, to) of them?

7. At the close of World War I, what conditions in Europe drove great numbers of Europeans to emigrate to America?

8. How do you think Congress readted to that rush of immigrants?

9. The immigration law of 1924 sharply restricted immigration. How does the table show the effects of the restriction?

10. The law has not been revoked since then, and the immigration figures still remain low. Discuss (a) whether you think this restriction is good for America and (b) Whether conditions here at present would be improved or impaired if wervere to ease some of the restriction on immigration.

B. Consider carefully the following statements and decide why the conclusion in each case is wrong. Be prepared to discuss and explain your reason in each case. Relate your reason to one of the tour types of common errors that produce false conclusions.

1. Mr. Smith's suit of clothes cost nearly twice as much as Mr. Jones' suit. Mr. Smith's suit is a great deal better.

2. Mrs. Brown spent $1,000 for her fur coat. Mrs, Williams paid $2,000 for hers. It will last longer and wear better than Mrs. Brown's.

3. Russia launched the world's first satellite, long before the United States. Russia is therefore ahead of America in space exploration.

____________ 5. No three; and there is paper, (two, too, to).

____________ 6. (Your, You're) sure you left them here?

____________ 7. They were right beside (them, those) magazines of my mother's.

____________ 8. If you can't finish the homework, how can you go (two, too, to) school tommorrow?

____________ 9. (Your, Yor're) report is due, isn't it?

____________ 10. I know that, (two, too, to)

IV. Comprehension

A. Read the following and then write the answer to each question on the lines following the question.

Exercise 4 p. [illegible]

1. What conditions in Eurppe might have coused immigrants to come here?

____

____

2. What conditions in America might have made immigrants want to come here?

____

____

3. Why were they welcome here when they arrived in large numbers in the past?

____

____

4. How did they heop the growth of America?

____

____

5. Between 1911 and 1920 there was a considerable decrease from the previous decade. What conditions in Europe might have caused thid dicrease?

____

____

6. An immigration law was passed by Congress in 1921. What can you guess about the nature of that law if the flow of immigrants slowed down after that?

____

____

Level Test - Level 25

4. Our town should elect the druggist as mayor since he is known to be a thoroughly honest man and a very reliable druggist.

5. A clock radio is always appreciated as a gift. That is why you should present that gift on your father's birthday.

6. Kenneth took a trip from San Francisco to New York by jet plane. It was scheduled as a six-hour flight. He started at 9 A.M. and made sure his watch was set exactly right. When he arrived in New York his watch read 3 P.M.; but all the clocks in the air terminal showed 6 o'clock. He concluded that his watch must have stopped for three hours and that the flight must have taken nine hours instead of six.

7. In a democracy the majority decision rules. The pupils of a class in the middle grades once voted that they were not to have any more homework. When the teacher disregarded this vote, the pupils concluded that she was undem undermocratic.

8. Scientists know, from their readings through the spectroscope, that all the stars contain practically the same elements as our sun and earth. Some of them therefore conclude that many stars must have their own planets and that a number of those planets must have forms of living things on their surface.

9. Intelligence exists only in human beings. Animals, therefore, can live and act and learn only by instinct.

10. My grandmother remembers that the doctors used to tell her there could not be any cure for polio. The medicine that are talking about now is only something with which to fool the people.

Level Test - Level 25

C. The statements in this exercise are concerned with rather simple experiences, but they are all forms of propaganda. In your answers about each one, write two things:
(a) The wrong conclusion or action toward which it leads.
(b) Which propaganda device is used by the speaker.

1. "That boy Tim must be a delinquent. Did you see the fellows he talked with after school today? You know, birds of a feather flock together."

2. "Dick, you simply have to vote for George for vice-president. Doesn't he live right in your own neighborhood?"

3. "Why didn't you buy a ring instead of a class pin, Sue? All the girls are getting rings."

4. "I absolutely know that Jimmy is telling the truth about the eighteen goals he shot in the game for his last school. You can tell he's honest, can't you?"

5. "In spite of the rain, Mary must have had a wonderful day at the beach. I heard her say it herself. She said, 'Oh, yes, we had a fine time with all that wet sand.'"

6. "Better buy your chances on the raffle right now, Buddy, before they're all gone. Don't go wondering about the batch I have in my pocket. They're going so fast, I won't have a single one left by tonight."

7. "Did you think he was a good speaker? He's glib, that's what he really is."

8. "I'm surprised you call Nora a very patient girl. She's merely stubborn, so stubborn that she never gives up anything she gets started on."

9. "I can't understand why they don't jail that little thief. Just because he's young, they call him a delinquent and treat him gently. But he stole, didn't he? And thieves are criminals, and criminals are sent to jail. Why not send him, too?"

10. "Maybe I shouldn't have believed that gossip about the lies she was supposed to have spread about me. But tell me, if it happened to you, wouldn't you feel injured?"

V. Composition

A. Write a three paragraph composition on one of the following topics. Be particular careful that you maintain smooth transitions.

1. A factual account of a recent event in your neighborhood.
2. An explanation of how you feel about spiders - and why.
3. Football is the most popular sport in America.

Level 26

470

LANGUAGE ARTS
Level Report
Avon, Conn.

Date______________________________

Dear Parents,

____________________________________has completed the Language Arts Skills taught at Level 25. The following is an overview of your child's next level.

Overview of Level 26

I. Language Skills

- A. Spelling and Semantics
  - 1. Identification of New Words
    - a. vocabulary related to literature units
    - b. vocabulary related to content areas
    - c. reference materials
  - 2. Content Clues
    - a. Meanings
    - b. Synonyms - antonyms
    - c. Building word list
  - 3. Word Elements
    - a. Character sketches
    - b. Definition of words in literature units
- B. Syntax
  - 1. Concept of transforms
  - 2. Recursive transformation
- C. Mechanics
  - 1. Review punctuation
  - 2. Outline

II. Comprehension

- A. Speed Reading
- B. Skim
- C. Read and Listen for Enjoyment
- D. Inference
- E. Make Prediction

III. Composition

- A. Written Composition
  - 1. Utilize paragraphs
  - 2. Locating details in paragraphs
  - 3. Point of View
- B. Spoken Composition
  - 1. Comparison and Contrast
  - 2. Vocal contrast

IV. Literature Units

Level 26

I. Language Skills

A. Spelling and Semantics

Skill - students should be able to:

1. Identify
   - a. develop sight vocabulary related to literature used
   - b. develop and use vocabulary related to subject areas
   - c. distinguish between multiple meanings of words through use of reference materials
   - d. utilize related reading to enrich and extend word meaning
2. Use context clues
   - a. determine meaning of new words in context of literature being at studied.
   - b. master skill in anticipating words and word meaning
   - c. practice substituting synonyms and antonyms for words used in context
   - d. continue building lists of words using independent study and reading materials
3. Understand and apply word element and structure
   - a. Review syllabication
   - b. Review prefixes, suffixes and roots
   - c. Review compound words
   - d. Review accent (covered in level 25)
   - e. Work with word derivations and how words have evolved from foreign languages

     (eg father → Modern English
     faeder → Old English
     derVater → Modern German
     Pater → Latin
     Pere → French
     Padre ...... Spanish
     Padre → Italian
     * Patros → Greek
     *Refer to word Wealth Junior
4. Utilize word relationships
   - a. make portfolio of character sketches contrasting different groups of people, animals etc. - using synonyms and antonym to describe characteristics.

     (eg #1. compare people of different age groups - infant, taddler, young child, pre-adoliscent, adolescent, young adult, middle age, old age)

     #2 compare young people from different countries showing differences differences and similarites.
   - b. study definitions of words used in literature studied.

Level 26

B. Spoken composition

Students should be able to:

Skill

1. Utilize comparison and contrast as a method of developing a topic
2. Devedop vocal contrast

Suggested Activity

1. Have students prepare speeches contrasting and comparing a given topic such as a newspaper account of an incident and a television news report of the same incident.' Discuss and evaluate how each sppech utilized this technique.

2. Provide students with a list of words which they must say to express the particular meaning of the word in context.

   i.e. Say "soft" as if you were holding a baby chicken

   Say "soft" as if you were telling someone he is a coward

   Say "soft" as if you were holding a rotten tomatoe.

3. Have students describe someone like Elizabeth Taylor - as just a description, then as a sarcastic description, then as a "pro Taylor" description.

4. Provide the students with vocal exercises using sentences such as
   1. "Is it going to rain?"
      A. when it is pouring outside
      B. when dark clouds are gathering
      C. after a long dry spell

Level Test - Level 26

I. Spelling and semantics

A. The teacher will dictate the following words.

1. Business
2. There
3. Extraordinary
4. Satellite
5. Condemn
6. Psychology
7. Independence
8. Basically
9. Abbreviation
10. Two
11. Your
12. Interrupt
13. Conscience
14. Calendar
15. Boisterous
16. Among
17. Courteous
18. Their
19. Employer
20. Knowledgeable
21. February
22. Sincerely
23. Allegiance
24. College
25. Grammar
26. Flexible
27. Excellent
28. Vetoes
29. Chargeable
30. To
31. Committee
32. Definitely
33. Sympathize
34. Accidentally
35. Believe
36. Dictionary
37. Martgage
38. Arguing
39. They're
40. Disappointed
41. Accelerated
42. Mathematics
43. Recommendation
44. Tao
45. Unforgettable
46. Whether
47. Cemetery
48. Pneumonia
49. You're
50. Miscellaneous

B. The teacher will devise vocabulary section that will test the semantic skills the student has acquired in levels 19 - 26.

II. Syntax

A. On the lines following each pair of sentences, combine the two sentences into one. Use and, but, or as the conjunction in each case.

1. Thinking it might rain, we stayed home from the picnic.
It didn't rain.

____

____

2. My mother gave me a new book.
I don't like it.

____

____

3. Is Jane going?
Is she going to stay home?

____

____

4. Lana wrote a short story.
Seventeen published it.

____

5. Why don't you go to the store.
   If you don't want to, I will.

B. On the lines following each pair of sentences, combine the sentences in the most economical way possible.

1. Jamie rode his bicycle up the hill.
   He pumped very hard.

2. The American wilderness seems to be vanishing.
   It is going more rapidly every year.

3. The old, rusty bicycle needs fixing.
   It belongs to Jane.

III. Read the following passage and then make a formal outline of the contents.

Probing the Planets

Mars and Venus are the planets nearest the earth. For many centuries, men have been eager to learn more about these close neighbors in our solar system. Since the Space Age began, scientists have built new tools to increase their knowledge of Mars and Venus. The most important of these tools are unmanned spacecraft called planetary probes.

American space scientist announced plans for the Mariner series of planetary probes in 1961. The launchings had to be made on certain days, determined by the positions of the earth, the sun, and Mars or Venus. Each probe would radio back to earth information collected by sensing instruments inside the spacecraft.

The first probe to return information about Venus was Mariner 2, launched on August 28, 1962. One hundred and nine days later it passed within 22,000 miles of Venus. Mariner 5 was launched on June 14, 1967. It passed within 2,500 miles of

Level Test - Level 26

Venus. On October 18, 1967, the Russian planetary probe *Venus 4* planted an information-transmitting capsule on the surface of *Venus*.

Information radioed from the probes indicated that the surface temperatures on Venus may be as high as 800°F. The pressure of the atmosphere may be between 20 and 100 times that of the earth. The Venusian atmosphere is probably mostly carbon dioxide, with little water or oxygen.

The first probe to return information about Mars was *Mariner 4*, launched on November 28, 1964. Eight months later it passed within 6,200 miles of Mars and sent to earth twenty-one TV pictures of the surface. The photos showed a dry surface covered with many craters. Other radioed information indicated a thin atmosphere and no magnetic field or radiation belt. More information was collected on July 31, 1969, when *Mariner 6* flew within 2,130 miles of Mars sending back photographs and radio signals.

Future planetary probes, even more carefully planned than the *Mariner* series, will help us live better in the universe of the future.

IV. Read the following story, then write a logical ending. Use the clues and information given you in the story.

"The Trout"

One of the first places Julia always ran to when they arrived in G________ was The Dark Walk. It is a laurel walk, very old; almost gone wild, a lofty midnight tunnel of smooth, sinewy branches. Underfoot the tough brown leaves are never dry enough to crackle: there is always a suggestion of damp and cool trickle.

She raced right into it. For the first few yards she always had the memory of the sun behind her, then she felt the dusk closing swiftly down on her so that she screamed with pleasure and raced on to reach the light at the far end; and it was always just a little too long in coming so that she emerged gasping, clasping her hands, laughing, drinking in the sun, When she was filled with the heat and glare she would turn and consider the ordeal again.

Level Test - Level 26

This year she had the extra joy of showing it to her small brother, and of terrifying him as well as herself. And for him the fear lasted longer because his legs were so short and she had gone out at the far end while he was still screaming and racing.

When they had done this many times they came back to the house to tell everybody that they had done it. He boasted. She mocked. They squabbled.

"Cry baby!"

"You were afraid yourself, so there!"

"I won't take you any more."

"You're a big pig."

"I hate you."

Tears were threatening so somebody said, "Did you see the well?" She opened her eyes at that and held up her long lovely neck suspiciously and decided to be incredulous. She was twelve and at that age little girls are beginning to suspect most stories: they have already found out too many, from Santa Claus to the Stork. How could there be a well! In The Dark Walk? That she had visted year after year? Haughtily she said, "Nonsense."

But she went back, pretending to be going somewhere else, and she found a hole scooped in the rock at the side of the walk, choked with damp leaves, so shrouded by ferns that she only uncovered it after much searching. At the back of this l little cavern there was about a quart of water. In the water she suddenly perceived a panting trout. She rushed for Stephen and dragged him to see, and they were both so excited that they were no longer afraid of the darkness as they hunched down and peered in at the dish panting in his tiny prison, his silver stomach going up and down like an engine. Nobody knew how the trout got there. Even old Martin in the kitchen garden laughed and refused to believe that it was there, or pretended not to believe, until she forced him to come down and see. Kneeling and pushing back his tattered old cap he peered in.

Level Test - Level 26

"Be cripes, you're right. How the devil in hell did that fella get there?"

She stared at him suspiciously.

"You knew?" she accused; but he said, "The devil a know;" and reached down to lift it out. Convinced, she hauled him back. If she had found it then it was her trout.

Her mother suggested that a bird had carried the spawn. Her father thought that in the winter a small streamlet might have carried it down there as a baby, and it had been safe until the summer came and the water began to dry up. She said, "I see," and went back to look again and consider the matter in private. Her brother ramained behind, wanting to hear the whole story of the trout, not really interested in the actual trout but much interested in the story which his mummy began to make up for him on the lines of, "So one day Daddy Trout and Mummy Trout..." When he retailed it to her she said, "Pooh."

It rtroubled her that the trout was always in the same position; he had no room to turn; all the time the silver belly went up and down; otherwise he was motionless. She wondered what he ate and in between visits to Joey Pony, and the boat and a bathe to get cool, she thought of his hunger. She brought him down bits of dough; once she brought him a worm. He ignored the food. He just went on panting. Hunched over him she thought how, all the winter, while she was at school he had been in there. All the winter, in The Dark Walk, all day, all night, floating around alone. She drew the leaf of her hat down around her ears and chin and stared. She was still thinking of it as she lay in bed.

It was late June, the longest days of the year. The sun had sat still for a week, burning up the world, Although it was after ten o'clock it was still bright and still hot. She lay on her back under a single sheet, with her long legs spread, trying to keep cool. She could see the D of the moon through the fir-tree-they slept on the ground floor. Before they went to bed her mummy had told Stephen the story of the trout again, and she, in her bed, had resolutely presented her back to them and read her book. But she had kept one ear cocked.

Level Test - Level 26

"And so, in the end, this naughty fish who would not stay at home got bigger and bigger and bigger, and the water got smaller and smaller..."

Passionately she had whirled and cried, "Mummy, don't make it a horrible old moral story!" Her mummy had brought in a Fairy Godmother, then, who sent lots of rain, and filled the well, and a stream poured out and the trout floated away down to the river below. Staring at the moon she knew that there are no such things as Fairy Godmothers and that the trout, down in The Dark Walk, was panting like an engine. She heard somebody unwind a fishing reel. Would the beasts fish him out!

She sat up. Stephen was a hot lump of sleep, lazy thing. The Dark Walk would be full of little scraps of moon. She leaped up and looked out of the window, and somehow it was not so lightsome now that she saw the dim mountains far away and the black firs against the breathing land and heard a dog say, bark-bark. Quietly she lifted the ewer of water, and climbed out the window and scuttled along the cool but cruel gravel down to the maw of the tunnel. Her pajamas were very short so that when she splashed water it wet her ankles. She peered into the tunnel. Something alive rustled inside there. She raced in, and up and down she raced, and flurried, and cried aloud, "Oh Gosh, I can't find it," and then at last she did. Kneeling down in the damp she put her hand into the slimy hole. When the body lashed they were both mad with fright. But she gripped him and shoved him into the ewer and raced, with her teeth ground, out to the other end of the tunnel and down the steep paths to the river's edge.

Level Test - Level 26

V. Choose one of the following situations and write a newspaper article or a short story.

A. You are standing on the edge of a cliff watching traffic moving on a major highway below you.

B. You are riding on a train watching another train going in the opposite direction.

Level 27

LANGUAGE ARTS
Level Report
Avon, Conn.

Date______________________________

Dear Parents,

__________________________________has completed the Language Arts Skills taught at Level 26. The following is an overview of your child's next level.

Overview of Level 27

I. Language Skills

A. Spelling and Semantics

1. Identification of new words
    a. vocabulary related to literature units
    b. vocabulary related to content areas
    c. reference material

2. Content Clues
    a. Meanings
    b. Mastery of anticipating words

3. Word Elements
    a. Word dierivations
    b. Trace new words from origins

B. Syntax
    1. Kernal Sentence
    2. Review functions of nouns - verbs - adjectives - adverbs - preposition-conjunction
    3. Review all transforms
    4. Apply syntactical principles
    5. Comparison of English to other language

C. Mechanics
    Review and reinforce all mechanics

II. Comprehension
    A. Fact and Opinion
    B. Speed reading
    C. Application of Comprehension Skills

III. Composition

A. Written Composition
    1. Paragraph Development
    2. Internal Construction of a paper
    3. Topics a. emotional rational appeal
                 b. factual unslanted and slanted account
B. Spoken Composition
    1. Cause and effect in preparing a speech
    2. Debate

IV. Literature Units

Level 27

I. Language Skills

A. Spelling and Semantics

1. Identification of new words
    a. devedop sight vocabulary related to Literature used
    b. develop and use vocabulary related to subject area
    c. distinguish between multiple meanings of words through use of reference materials.
    d. utilize independent reading to enrich and extend word meaning.

2. Use context clues
    a. determine meaning of new words in context of literature being studied.
    b. continue masterty of skill in anticipating word and word meaning
    c. continue building lists of words using independent study and reading materials

3. Word element and structure
    a. Continue in depth study of word derivations
    b. Trace new words from their origins - Correlate with unit on History of the Language.

Suggested Activities for independent work and research (optional assignments for exceptional students)

1. Clip a brief news article and re-write in Middle English
2. Demonstrate the history of English words using posters, overlays, charts, maps or anything else that can be made.
3. Trace the development of words within our country using a time line to indicate progression.
4. Word Cartoons: investigate word origins and share them through the drawing of illustrative posters depicting the origin of especially interesting words. (eg. agony, bombast, chivalry, deliberate, gargantuan, journey, magazine)
5. Make a collection of words related to numbers. Have a page for each nu number and trace its origin.

B. Syntax

1 Review basic parts of kernel sentence
    a. Types of noun-phrase
    b. Types of verb phrases

2 Review functions of
    a. Nouns (G. Expletives)
    b. Verbs
    c Adjectives
    d. Adverbs
    e Preposition
    f Conjunctions

3. Review of all Transforms
    a. Negative
    b. Interrogative
    c. Recursive
    d. Relative clause
    e. Passive
    f. Adverbial Modifier
    g. Noun Modifier
    h. Possessive

Level 27

*4. Apply syntactical principles to analysis of construction and style of a given work:
   a. Prose selection
   b. poem

*5. Analysis and Comparison of English to another language system
   a. construction patterns

      for example: mi pluma se me alvidó
      literal trans: My pen is forgotten to me
      standard trans: I forgot my pen.

   b. Comparison idioms in different languages
      comparison of signs for example
      (1) German: Handge packs raum einladung
          Lit Trans. Hand package storing room
          Standard Trans. Small package check room

      (2) British English: Way Out
      (3) Amer. English: Exit

*6. Trace the advent and impact of one language upon another. For example.
   a. Influence of Latin on English and some resultant changes-work with roots, etc.
   b. Influence of (Puerto Rican) Spanish on English in our own time
   c. Influence of Black dialect on English

*7. Trace history of one particular word or expression, relating changes to historical periods
   a. Examples of words lully by ---lullaby
      holy day ---holiday
      aweful ---awful
   b. expressions. (1) mind your p's and q's
      (2) tomfoolery
      (3) O.K.

*8. Creation of a language system or pattern or research into a proposed universal language such as Esperanto.

* #4-8 are designed for the exceptional or highly motivated student

C. Mechanics

Review and reinforce all mechanics levels 19-26 as needed by individical student.

II. Comprehension

A. Fact and Opinion

1. assemble facts to make inferences
2. recognize fact and opinion in newspaper articles, editorials, letters to the editor, advertisements etc.
3. recognize that the background of the writer should be considered in judging whether his opinions are valid
4. judging the reliability of a specific author's opinion

Level 27

5. judging author's qualifications
    a. training
    b. experience
    c. involvement in current issues
    d. authority in his field

6. listen to documentaries and discuss and determine facts & opinions given.

B. Further development of speeded reading
1. skimming
2. reading for details
3. making generalizations
4. forming general impressions

C. Application of Comprehension skills
1. read or listen to a particular work
2. make oral or written application of the following skills to the selection covered.
    a. locate main ideas
    b. locate details
    c. organize chronological order of events
    d. recognize cause and effect
    e. formulate conclusions
    f. determine author's purpose
    g. organize and recall information
    h. differentiate between fact and opinion
    i. research author's qualifications and background

III. Composition

A. Written composition

1. Review paragraph development by:
    a. facts
    b. examples
    c. incidents
    d. reasons
    e. cause and effect

2. Review internal construction of a paper:
    a. clear introduction
    b. consistency of verb tense
    c. use of transitions between sentences and paragraphs
    d. clear conclusion

3. Develops a topic using:
    a. emotional appeal
    b. retional appeal

4. Develop a topic using:
    a. factual unslanted account
    b. slanted account of the same incident

B. Spoken composition

Skill
1. Ability to use cause and effect relationships in preparing a speech
2. Ability to prepare the "pro" and "con" of a topic for debate

Level 27

Suggested Activity:

1. Discuss with the class a major national problem. Using the chalkboard develop a list of probable causes and effects. Then have the class prepare their own speeches, on a problem situation, using cause and effect relationships

2. Let students pair off and each team develop the "pro" and "con" for a selected topic. After the debate is given, discuss what statements lead to a support of the topic and gave a strong case for the student's side.

As Level 27 is a level intended for review or for greater in-depth studies, depending on the student's individual needs, it seems unadvisable to have a level test. The real test for this level is t the diagnostic, placement test to be given at the beginning of the freshman year at the high school.

Levels 25 - 27

A. Language

1. Roberts English Series - Grade Eight and workbook and teacher's guide.

2. Scott Foresman - Spelling Our Language Book 8

3. Laidlaw - New Approaches Book 8

4. Word Wealth Junior

5. SRA Spelling word Power La[illegible] 11b

6. Dell - Your Heritage of Words

7. Laidlaw - Power in English

B. Comprehension and Literature

1. Scott Foresman Open Highways - Book Eight

2. Ginn - Exploration

3. Study of Literature

4. Adventures for Readers - Book 2

5. Four Famous Adventures'
   The White Company
   Gods, Heroes, and Men of Ancient Greece
   Treasure Island
   I Remember Mama

6. Gateways Series
   Western Sampler
   Creatures in Verse
   Two Roads to Greatness

7. Scholastic Literature Units
   Courage
   Family
   Moments of Decision
   Mirrors
   Lighter Side
   Sucess
   Personal
   Survival

8. Adventures in Reading
9. Scott Foresman - Some Haystacks Don't Even Have Any Needles
10. Harcourt Brace & World - Adventures for You
11. Rand McNally - Voices 1,2,3,
12. Scott Foresman - Reflection's on a Gift of Watermelon Pickle
13. Allyn Bacon - Stories from Old Testament
14. Literary Heritage Series - Greek Myths and Legends
15. MacMillan Gateway Engl. - Creatures in Verse - Stories in Song & Verse
16. Allyn & Bacon - Myths and Their Meaning
17. Scholastic - Discovery
18. Harcourt, Brace & World - The Walls of Windy Troy
19. Houghton Miflin - Forces, Challenges, Encounters (three separate books)
20. Scholastic - Caralcade of Poems
21. Harper Row - Huck Finn

Level 25 - 27

22. Paperback - 10 Mod. Amer. Short Stories
23. " To Be A Slave
24. " Tuned Out
25. " When Legends Die
26. " Viva Chicano
27. " Captains Courageous
28. " Connecticut Yankee
29. ' True Grit
30. " 21 Great Stories
31. " Flowers for Algernon
32. " Poetry of Rock
33. " 17 From Everywhere
34. " Travels with Charley
35. " Read Badge of Courage
36. " Famous Short Stories
37. " Durango Street
38. " Johnny Tremain
39. " Diary of the Amer. Rev.
40. " The Me Nobody Knows
1 41. " Shakespeare: Four Comedies
42. " Brian's Song
43. " The Hobbit
44. " Jazz Country
45. " The Miracle Worker
46. " Swift Water
47. " The Old Man and The Sea
48. " The Outsiders
49. Paperback-Read Better-Learn More A, B, C (Remedial)
50. Paperback-Complete set of Sports Non-fiction (high interest)
41. Paperback-Complete Set of Sports Fiction (High interest)
51. Harper Row - From Pilots to Plastics (7)
52. Harper Row - From Stars to Sculptures (8)
53. Scott Foresman - Last of the Mohecans

C. Composition

1. SRA Writing Labs: Description
Narration
Exposition

2. SRA Kits - Writing Reports

D. Supplementary Materials

11. Dictionary and encyclopedia

SUGGESTED READING LIST FOR LEVELS 25-27

POETRY:

Adshead and Annis, eds.	AN INHERITANCE OF POETRY Unusal poems; chiefly for adolescents.
Ferris, Helen, ed.	FAVORITE POEMS OLD AND NEW Over 700 poems for readers of all ages.
Gregory and Zaturenska, eds.	THE CRYSTAL CABINET Anthology of lyric poems, from translations of Chinese poems to Edith Sitwell.
Plotz, Helen, comp.	IMAGINATION'S OTHER PLACE: POEMS OF SCIENCE AND MATHEMATICS With excerpts from the Bible - from old and new, atoms to relativity, Euclid to Einstein, modern surgery to God.
Van Doren, Mark, ed.	ANTHOLOGY OF WORLD POETRY Ancient literatures to modern poetry.
Blake, William.	SONGS OF INNOCENCE
Lear, Edward	THE COMPLETE NONSENSE BOOK Contains both "The Book of Nonsense" and "Nonsense Songs and Stories"
Sandburg, Carl	WIND SONG
Shakespeare, William	SEEDS OF TIME Nearly 50 brief selections from Shakespeare, chosen specifically for young readers.

FABLES, MYTHS, TALES AND EPICS:

Arnott, Kathleen	AFRICAN MYTHS AND LEGENDS 34 tales from south of the Sahara.

Level 25-27

Courlander and Leslau	THE FIRE ON THE MOUNTAIN AND OTHER ETHIOPIAN STORIES
Lorimer, E.O., ed.	TALES FROM THE ARABIAN NIGHTS Based on the Lang translation.
Lim, Sian-Tek	FOLK TALES FROM CHINA Excellent selection.
Jones, Gwyn	WELSH LEGENDS AND FOLK TALES Ancient sagas, folk and fairy tales.
Reeves, James	ENGLISH FABLES AND FAIRY TALES 19 stories, illustrated.
Picard, Barbara Leónie	GERMAN HERO SAGAS AND FOLK TALES "Siegfried" and other sagas, as well as folk tales such as the "Pied Piper."
O'Falain, Eileen	IRISH SAGAS AND FOLK TALES Epic and folk tales to delight reader and audience.
McAlpine, H. & W., comp.	JAPANESE TALES AND LEGENDS
MacFarlan, Allan A.	INDIAN ADVENTURE TRAILS: TALES OF TRAILS AND TIPIS, PONIES AND PADDLES, WARPATHS AND WARRIORS. More plot and action than most Indian tales.
Jagendorf, Moritz	NEW ENGLAND BEAN POT: AMERICAN FOLK STORIES TO READ AND TELL Tales of the six New England states told with zest and humor.
Shapiro, Irwin	HEROES IN AMERICAN FOLKLORE Includes Casey Jones, Joe Magarac, John Henry, Steamboat Bill and Old Stormalong.

Level 25-27

de la Mare, Walter	THE THREE ROYAL MONKEYS Animal fantasy - long tale told with poetic beauty.
Langton, Jane	THE DIAMOND IN THE WINDOW Fantasy and suspense in Concord, Massachusetts.
L'Engle, Madeleine	A WRINKLE IN TIME Science fiction - dealing with tesseracts and time travel.
Lawson, Robert	MR. REVERE AND I A biography of Paul Revere, told by his horse.
Saint-Exupery, Antoine de	THE LITTLE PRINCE An aviator, forced down in the Sahara, meets the prince of a tiny asteroid. A beautifully told fable.
Cooper, Page	AMIGO, CIRCUS HORSE Circus life - and a young boy who trains his very own palomino.
Ball, Zachary	BRISTLE FACE An orphan, his homely dog and a kindly storekeeper in rural Mississippi
Burnford, Shiela	THE INCREDIBLE JOURNEY 3 heroic animals travel 250 miles through Canadian wilderness to get home
Clark, Denis	BLACK LIGHTENING A black leopard of Ceylon regains his freedom after a harsh, circus captivity.
	BOOMER An Australian kangaroo - first a pet, then returning to the wild.
George, Jean	THE SUMMER OF THE FALCON A 16 year-old loses interest in training her falcon. Highlight is the description of the falcon's training.

Level 25-27

Jones, V.S. Vernon, tr.	AESOP'S FABLES Satisfactory edition for children and adults; illistrated - appeal to older children.
Graves, Robert	GREEK GODS AND HEROES THE SEIGE AND FALL OF TROY
Green, Roger L.	HEROES OF GREECE AND TROY Retold from ancient authors woven into unified whole, from coming of Immortals to Odysseus - beautifully written.
Pyle, Howard	THE STORY OF KING ARTHUR AND HIS KNIGHTS Written with grace and didtinction.
Serraillier, Ian	BEOWULF THE WARRIOR Anglo-Saxon epic retold in stirring verse.

MISCELLANEOUS FICTION:

Anderson, Hans Christian	THE COMPLETE ANDERSON Fine translation by Jean Hersholt -- 168 tales, keeping Anderson's style and spirit.
Boston, L.M.	THE CHILDREN OF GREENE KNOWE TREASURE OF GREENE KNOWE THE RIVER OF GREENE KNOWE Fantasy, in which an English boy, Tolly, goes back and forth in time, between the present and the 17th century.
Carroll, Lewis	ALICE'S ADVENTURES IN WONDERLAND
Clarke, Arthur C.	Dolphin ISLAND Science fiction - a teenager becomes interested in dolphins when they save him from drowning.

Level 25-27

Gipson, Fred	OLD YELLER A dog bitten by a rabid wolf while protecting the family. Texas of 1870's.
James, Will	SMOKY, THE COWHORSE The adventures of a horse from his training by mother to his becoming vicious through maltreatment.
Kjelgaard, Jim	BIG RED Story of an Irish setter in a series of exciting adventures.
Knight, Eric	LASSIE, COME HOME A dog's loyalty impells her to travel 100 miles to return home.
O'Hara, Mary	MY FRIEND FLICKA THUNDERHEAD GREEN GRASS OF WYOMING The story of a strain of horses and the family that raises them.
Rawlings, Marjorie, Kinnan	THE YEARLING Story of a Florida back-country boy and his pet deer.
Twain, Mark	HUCKLEBERRY FINN
Butler, Beverly	LIGHT A SINGLE CANDLE Cathy Wheeler loses her sight and struggles to regain her place in her school crowd.
Carson, John E.	THE COACH NOBODY LIKED A basketball coach who puts sportsmanship ahead of winning.
George, Jean	MY SIDE OF THE MOUNTAIN A New York City boy who breaks away from his family to prove he can live by himself on a mountain for a year.

Level 25-27

Krumgold, Joseph	ONION JOHN A boy growing up - in conflict with his respect for his father and his hero-worship for the hobo, Onion John.
McClean, Allan C.	STORM OVER SKYE 2 Scottish brothers try to solve the mystery of sheep stealing.
Ransom, Arthur	THE SWALLOWS AND THE AMAZONS 2 families of English childeen spend their summer on boats and on an island.
Tunis, John R.	THE IRON DUKE THE DUKE DECIDES Among the best college stories for pre-college boys. An Iowa boy's adjustment to Harvard - his progress to the Olympic track team.
Sandoz, Mari	THE HORSECATCHER Young Elk, the Cheyenne, dreamed of taming wild horses rather than becoming a great warrior.
Dillin, Ellis	THE SINGING CAVE Tale of discovery and disappearance of Viking remains from cave on an Irish isle.
McClean, Allan C.	MASTER OF MORGANA Suspense-fulled tale of fishermen and poachers on the Isle of Skye.
Meader, Stephen	THE FISH HAWK'S NEST Smuggling on the New Jersey coast in the 1820's.
Pease, Howard	SECRET CARGO A sea-going mystery solved by a timid boy and his dog.

Levels 25-27

Cavanna, Betty	FANCY FREE Fancy Jones finds new interest on an archaeological expedition to Peru with her father.
	GOING ON SIXTEEN Julie finds herself in dog training and drawing.
Stoltz, Mary S.	THE SEA GULLS WOKE ME Jean, wall flower at a school dance, develops her latent social qualities working for her uncle during the summer.
Bronson, Lynn	THE RUNAWAY A runaway farm boy in Oregon joins the soldiers at Fort Columbia.
Catton, Bruce	BANNERS AT SHENANDOAH Civil War story of the flag bearer for General Sheridan.
Caudill, Rebecca	TREE OF FREEDOM A Kentucky family during the Revolution - and an apple tree they grow from seed.
Forbes, Esther	JOHNY TREMAINE A boy who works for Paul Revere in revolutionary Boston.
Stevenson, Robert Louis	KIDNAPPED

Grade 8

Greek & Roman Myths

American Historical Fiction

Drama

Poetry

American Short Story - study American
emphasis on writing

History of Language

Novel

Study Skills

Survey: Review and Diagnose

Humor

Newspaper

Greek and Roman Myths

DEFINITION: An imaginative story, of unknown authorship, which attempts to answer important questions about life and the world. Gods and goddesses are usually the main. characters.

SKILLS - Students should be able to:

1. Identify major divinities
   a. by both Greek and Roman names
   b. by their special domanins or functions for example: Zeus (Gr.)-Jupiter(Rom.) King of gods, most powerful, maker of thunder & lightening.
2. Extend the Olympians to a symbolic use. (Why the Jupiter rocket? Neptune tuna fish?)
3. Retell in their own words, the most familiar of the classical myths.
4. Identify basic human problems dealt with in myths

CONTENT AND /OR MATERIALS

Study most familiar Greek and Roman myths.

SUGGESTED ACTIVITIES

1. Distribute mimeograph sheet of random pattern of stars. Students draw original images following various star patterns. Students then create a myth as to how the image arrived in the heavens.
2. Have students dramatize specific myths. Help them determine the number of characters necessary. Have pupils create their parts from the dialogue in the story, encouraging them to improvise dialogue and actions for the parts of the story which might require futther development.
3. Have students modernize myths so that the same themes are used in modern settings.

American Novel

DEFINITION: A fictional prose narrative representing a way of life or an experience.

SKILLS - Student should be able to:

1. Pick out details which help develop character and analyze these details, drawing conclusions from them.
2. Identify the point of view of a given work and speculate why that point of view was chosen.
3. Analyze the following techinques
   - a. figurative lang.
   - b. diction
   - c. slang, vernacular speech
4. Recognize and explain symbols and trace their development.
5. Propose valid, coherent, generalizations(which they are able to support) about author's purpose & theme.

SUGGESTED CONTENT AND/OR MATERIALS

The equivalent grade eight novel should be one which involves a man against man, or man against society conflict. This would easily coordinate with the urban studies and minority groups units that the social studies department undertakes.

SUGGESTED ACTIVITIES

1. Write a controversial statement about specific novels on board and invite opinions. Students must prove all statement by giving specific quotes from the novels they are reading.
2. Compile a newspaper of articles, cartoons, news items and comics pertaining to the specific novel being studied.
3. Divide class into groups and have each group write and give a dramatization of some part of the novel.
4. Group participation for short story, novel chapters, non-fiction articles etc.: Divide class into groups of four students. Assign each group to be responsible for lesson plan for discussion of a story to be read by whole class. Responsible group makes up several questions, words to be defined, (even mistaken statements to be corrected in class discussion). One person in group is chosen to edit and present questions to class. All students read all the stories. The group in charge of each lesson leads the discussion for its story.

Drama

DEFINITION: A presentation where actors imitate the characters of a story using dialogue and gestures.

SKILLS - The student should be able to:

1. Recall the structure of a play
   a. Characterization
   b. Plot
   c. Setting
   d. Dialogue
   e. Exposition
   f. Complication
   g. Conflict
   h. Climax
   i. denouement

Elective Skills for the exceptional student:

2. Examine a Shakespearean play(s) with a focus on:
   a. The life of William Shakespeare
   b. Characteristics of the Elizabethan theatre
   c. Theme of the play(s) studied
   d. Techniques in character development
   e. In depth analysis of passages
   f. Application of symbolism
   g. Study of literary sources and historical background in relation to references made in the play.

[illegible]

CONTENT AND/OR MATERIALS

The following Shakespearean plays can be used:

1. Romeo & Juliet
2. A Midsummer's Night Dream
3. The Taming of the Shew
4. The Merchant of Venice
5. As You Like It
6. The Tempest

There are also plays from Scope available.

ACTIVITIES

1. Play analysis booklets
2. Creation of models of the Globe Theatre
3. Locate, record and analyze famous Shakespearean quotations
4. Take a familiar fairy tale or nursery rhyme and rewrite it in Elizabethan speech.
5. Select a Shakespearean passage and rewrite it in modern colloquialism (ex. teenage jargon)

Poetry

DEFINITION: A non-prose conposition characterized by an orderly arrangement of parts and relying heavily upon imagination, figurative language and sense impressions.

SKILLS - The student should be able to: Recall the following terms

1. Recall the following terms:
    a. simile
    b. metaphor
    c. onomatopoeia
    d. personification

2. Identify and distinguish the following types of poetry:
    a. discriptive poem
    b. narrative poem
    c. free verse
    d. blank verse
    e. ballad
    f. lyric
    g. sonnet
    h. haiku

SUGGESTED ACTIVITIES

1. Students find or sketch a picture to illustrate one or several types of poems.

2. Students create a telephone converation between 2 poets of a certain period - dialogue may contain historical facts, current events, problems of the times etc.

3. Students conduct an imaginary broadcast in the form of an interview. A radio announcer, poet and interviewer are chosen. Committees are formed to make up appropriate questions, and to set up the script. The performance is conducted when committees and performers are ready.

4. Student might write a booklet of original poems around one theme including one poem of each type covered. Or students might collect a booklet of different types of poems around one theme.

5. Create a new form of poem. Draw up the qualifications and have another student try his hand at writing an original.

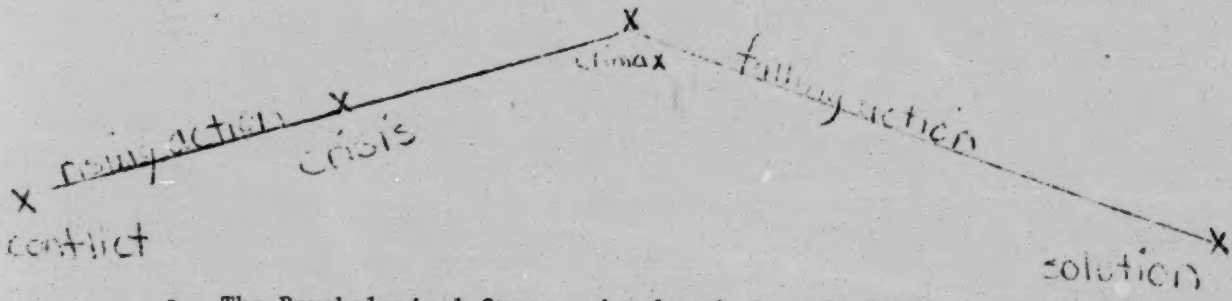
6. Divide class into teams. Hand each team a different type of poem. The team to first identify their poem and list its characteristics wins a number of points.

American Short Story

DEFINITION: Brief fictional narrative in prose.

SKILLS - Students should be able to:

1. Define the term short story.
    a. Relatively brief fictional prose work.
    b. Development of characters in revealed through action or stress
    c. Unity of time and place - all action occurs in one area over a short period of time.
    d. Few main characters
    e. One main incident or climax
2. Identify the types or classifications of the short story:
    a. Action story - developed by external, physical action - major interest is what characters do. This type of story often ends with the climax.
    b. The Plotted Story - the typical short story that follows the [illegible] traditional pattern of initial situation, conflict, rising action, climax and falling action or denouement.



    c. The Psychological Story - developed through what happens in the minds of the main characters. Motivations, changes of feelings, decisions and internal crisis which lead to or result from the characters' actions_____these are the author's prime concern. Most psychological stories can also be called stories of character.

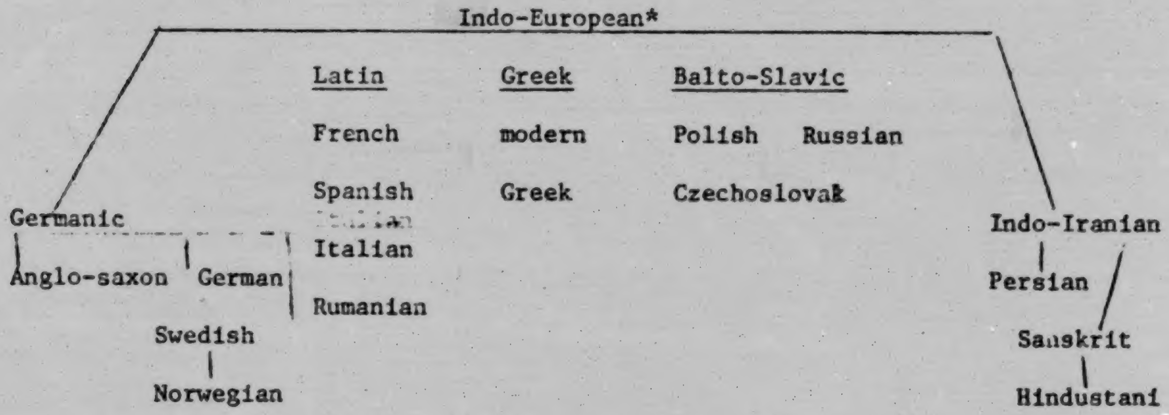
SUGGESTED ACTIVITIES

1. After having studied the short story structure, select settings from various short stories and present them to the class. ex. Poe or Irving. Then have the students begin to write their own settings. Use pictures depicting different types of moods as illustrations which the students can describe.
2. Collect different types of comparision such as simile, metaphor. Place them on the board and encourage the students to try to fit similar expressions in their writing.
3. For the study of Action stories, use westerns, detective, mystery and science fiction stories.
4. Psychological stories may be approached through the reading of Edgar Allen Poe stories or stories like "The Secret Life of Walter Mitty".

History of the Language

SKILLS:-Students should be able to:

1. Trace the development of language from Indo-European to modern English:


Indo-European*
Latin
French
Spanish
Italian
Rumanian
Greek
modern
Greek
Balto-Slavic
Polish
Russian
Czechoslovak
Germanic
Anglo-saxon
German
Swedish
Norwegian
Indo-Iranian
Persian
Sanskrit
Hindustani

*Dates might be added at the discretion of the teacher.

2. Understand the significance of the following in relation to the history of the language.

   a. John Wycliffe
   b. William Coxton
   c. Elizabethan Age
   d. King James Bible
   e. New World Influence on the English Language
   f. Emigration into the United States

3. Identify major American dialects

4. Recognize Germanic and Latin root words, and apply them to modern language.

SUGGESTED ACTIVITEES

1. Locate on a map sources of words that have come from foreign languages into English.

2. Study one area of language history thoroughly and write a report on it. Before you decide on the area you want to study, you may want to skim through some of the resource material listed below. Here are 3 suggestions.

   a. Demonstrate the history of the English language, using posters, overlays, charts, maps, tapes or anything else you can make.

   b. Study dialects - record the different dialicts on tape or make a dialect map of the Eastern U.S. Study the characteristics of a particular dialect.

   c. Show how language began from no language at all. Perhaps act this out for the class. Write a play, vidio tape a movie, or write a story.
3. Study common poems, prayers of other languages for language patterns.
4. Give examples of American Indian names that have survived in our Locality.

Appendix Materials for History of the Language - Equivalent Grade 8

The Language Book Folson
Chapters: What is Language
The World without Words
The Sounds of Speech
Whew! Ugh! Wow! Ouch!
Picture Writing
Signs for Words
Sounds - Signs

New Approaches Bk 7 & 8
Book 7 - Regional Dialects
Social Variations in Language
Problems of Language Usage
Book 8 - Chap 7 - Levels of English
Varieties of English

Power In English
Book 8 - Chap 1 The Nature of English

Language Families pg.7
Indo - European Family of Languages p. 27
Germanic Brand of Indo-European pg. 40
Arrival of English in England pg. 62
Old English pg. 75
Word Borrowing in Old English pg. 91
Middle English pg. 105
French in Middle English pg. 123
Examples of Middle English pg. 138
Rest of the Portrait of the Yeoman pg. 155
From Middle to Modern English pg. 168
Schwa in Early Modern English pg. 187
The Flood of Latin Words into English p. 199
The Dispute About Latin Borrowing
Some Features of Modern English pg. 232
Present - Tense Forms of Early Modern English pg. 251
Questions & Negatives in Early Modern English pg. 265
Spelling in Early Modern English pg. 274
From Early Modern to Present-Day English
American & British English English pg. 316

Books in the Resource Center

The Story of the English Language	Pei
All About Language	Pei
The Romance of Words	Irwin
The 26 Letters	Ogg
Words	Ernst
Dictionary of Word and Phrase Origins	

Filmstrips

"Times and People Change Words"
"Words Then and Now"
"Roots & Shoots"

Study Skills

DEFINITION: The development of resources for self-instruction

SKILLS - The student should be able to:

1. Use the following organizational skills:
    a. Skim various selections for main idea, without pervious reading of it.
    b. Use formal outline.
    c. Write a critical summary.
    d. Take notes from both written and oral sources.

2. Use the following library skills:'
    a. Review the basic elements of the research paper.
    b. Locate specific information in as many of the following as possible:

1) Encyclopedia of Word Literature
2) Encyclopedia of Literary Characters
3) Popular Book of Science
4) Encyclopedia of Music & Musicians
5) Biographical Dictionary of American Authors
6) Biographical Dictionary of British Authors
7) Dictionary of American Biography
8) Encyclopedia of Art
9) Biographical Dictionary of 20th Century Authors
10) The Fact Book
11) New York Times Almanac
12) Reader's Digest Almanac
13) The Century Encyclopedia of Names
14) National Geographic Index
15) The Lincoln Library of Essential Information
16) Official Associated Press Almanac

SUGGESTED ACTIVITIES

1. Students are given lists of topics which will take them to a variety of Library sources. Each topic must be located and identified briefly. Points will be given to individuals or teams according to the number of topics located.

2. Use the tape recorder to present material on which students are to make notes. This technique provides an opportunity to repeat the same material at a later time after you have discussed the notes which were taken and have suggested improvements. Students willgain mush skill in listening attentively as they take notes from oral material. Use this technique before having a speaker address your class in connection with a social studies unit.

3. Select a page or two from a textbook which all students have. Take notes together as a way of introducing the idea of note taking. Let students suggest the notes to be record by one student writing on the chalkboard. This method clearly demonstrates the avoidance of copying whole sentences, paragraphs, or pages.

Survey: Review and Diagnose

DEFINITION: Review unit should begin the school year. Focus in both review and diagnostic. Standards for writtén work should be established during this unit.

SKILLS - Students should work in the following areas to the best of his ability:

1. Abbreviations -
   a. New state abbreviations
   b. Common abbreviations
2. Punctuation
3. Diagnostic spelling
4. Reading Comprehension Exam
5. Capitalization rules
6. Usage exercises
7. Composition techinques
   a. Review correction symbols
   b. Review topic sentences & details, Review major & minor supports
   c. Review putting sequence of details in order
   d. Reinforce inference skills, prediction skills and drawing conclusions.
8. Vocabulary - diagnostic
9. Study skills
10. Audio - visual discrimination

SUGGESTED ACTIVITIES

1. Audio - visual Activity:
   a. Pupils keep television log reporting programs seen and rating them.
   b. Pupils set up questionaire and conduct poll of listening habits in school.
   c. Without preparing the students for the experience, read aloud or play records or tape recordings of anecdotes, magazine or newspaper articles, brief dramatizations, or short passages from prose or poetry. Then give a quick quiz on the selection. Test the student's ability to listen critically and perceptively by including some questions to which the answers must be inferred from the material in the presentation and some to which the answer has not been given at all. As students become more proficient in the skills of listening increase the length, complexity and level of difficulty of the selections, and the rate at which they are presented.

2. Organizing information: Have student volunteers present brief speeches as the rest of the members of the class take notes. Later, analyze the notes with the students and discuss with them the reasons for their ability or inability to take clear notes. Is the speaker or the listemer at fault? What is the relationship between them?

Humor Unit

DEFINITION: A survey of the types of writing whose purpose is to evoke some kind of laughter.

SKILLS - Student should be able to:

1. Identify and analyze the following types of humor:
    a. Slapstick - a physical humor involving rough and tumble stunts, It revolves around tricks, foiling plans and revenge.
    b. Pun - play on words that sound the same but have different meanings.
    c. Parody - a work which imitates a serious literary or musical work, ridiculing or exaggerating it for a humorous or comic effect.
    d. Satire - a form which pokes fun or ridicules ideas, persons or an institution for a variety of purposes
    e. Comics - a cartoon form which entertains by proving something merely funny
    f. Animated cartoons - a motion picture consisting of a series of hand-drawn pictures which create a humorous situation.
    g. hyperbole - use of exaggeration to create a humorous effect.
2. Trace the history of each type of humor. (A historical outline of each type of humor is in the appendix)

SUGGESTED ACTIVITIES

1. Divide students into groups each responsible for covering one type of humor. Within each group one or a number of students might be responsible for the following:
    a. Extended definition of the type
    b. History of type including
        1) when it began
        2) when it was most popular
        3) how it has changed since its original use
        4) some famous practitioners of this type
        5) where it is used most today
    c. Booklet of examples
        1) each example should be explained and analyzed
    d. Original examples

    All work should be presented to the class by the students who prepared it. Notes will be taken.
2. Students can analyze political cartoons for satire.
3. Pretend you are a cartoonist and create your own comic strip. Write & illustrate one episode or story that might be found in a comic book or in the daily newspaper for a series of days.
4. Watch a comedy show(such as Carol Burnett) and analyze different types of humor involved.
5. Fill in the missing puns:
    a. The parson told the sexton and the sexton tolled the bell.

    b. An old tire dealer may be considered a tacks collector.

    c. "I'm dying!" he croaked.

    d. King Arthur often told Sir Galahad to mind his ________________.

e. Advertisement for a super king size waterbed: "________________ for yourself!"

f. "That's my gold mine!" he claimed.

g. "But it was mine first!" he ____________________________.

h. A nursery may be called a ____________________room.

i. Raven: a famous bird in Poe-try.

j. Beer ad: "Rhapsody in brew"?

k. Sign in a garden shop: "Advice to the lovelawn"!

l. "Your basement lavatory is ready", the plumber piped down.

Appendix Humor Unit - Historical Outlines (Equivalent Grade 8)

SLAPSTICK - Comedy in which rough play and physical knocks are prevalent
Aggressive type humor
Belongs in the same category as the farce
Revolves around tricks
foiling plans
revenge

History: 1. 1913-1920
Mack Sennett - the father of slapstick
Wrote and produced the films

a. silent films climaxed by the race and chase
b. heroine tied to the tracks
c. custard pie
d. use of the automobile
e. scenes in circuses and parades where there was wild confusion

2. Charlie Chaplin
A student of Sennett

a. more careful in the production of his films
b. famous techniques bed collapsing under a loving couple

3. Roscoe (Fatty) Arbuckle
A student of Sennett
a. the original fat keystone cop
b. much confusion but no arrests

4. Max Linder
Frenchman -- only foreign competition
a. drunks and their unusual behavior
b. died at the prime of his career in the early 1920's

5. Laurel and Hardy
The talking films of the 1930's
a. used the Western frontier for material
b. film - Way Out West - involving saloon fights

6. Buster Keaton
Another student of Sennett
a. In "Go West", the first to place comedy in the middle of a stampede of cattle

7. Harry Lloyd - French
a. always high in the air routines - air acrobatics
b. he hired gag men to work up material

8. Marx Bros. - Groucho, Leo, Chico, Karl
    a. new material - rotten fruit

9. The Three Stooges - a slow down of slapstick revived in the 1930's with them

    Modern Slapstick artists:
    Flip Wilson - occasionally
    Red Skelton
    Laugh-In
    In Literature - James Thurber

Appendix Humor Unit - Historical Outlines (Equivalent Grade 8)

PUNS

1. Play on words that sound the same but have different meanings

2. Popular not only in English, but in many foreign countries including Africa

3. Puns began in Ancient Greek and Roman times when audiences grunted or groaned in appreciation - a response still given today.

Types of Puns:

1. Pun just involvingttwo words that sound the same and have different me different meanings

2. Word mix-ups
   ahem: a malady sung by acquire of zingers

History

1. loved by Elizabethans
   a. Shakespeare among them

2. used by Addison, Steele, Swift and Pope

HYPERBOLE

1. Extreme exaggeration to create and effect
   a. used to stress a true point
   b. just for humor
   c. comes from Greek word hyper meaning over or overly

2. Most popular from 1600 - 1886 in both writing and speaking
   Flourished while the courts of Europe were at their peak

3. Examples: 1623 - Shakespeare's Macbeth
   1830 - Washington Irving - describing Icabod Crane
   1870 - Emily Dickinson - "The Brain is Wider than the Sky"
   20th century - Flip Wilson
   Laugh-In

Hyperbole Worksheeet for Equivalent Grade Eight Humor Unit

Waiting On...

Opening day as a waitress in the Harvey Restaurant still frightens me in my dreams. About 12:30 that ____________________Monday, Eileen________ _____ ____of the kitchen with four chicken patty lunches complete with chef's salad. A solemn hush fell over the crowded tearoom as the___________ ________customers caught sight of my sister. ____________________ladies half rose out of their red leather seats, napkins to their mouths to________ _______________their screams.

For here was my suffering sister holding a burdened tray, not safely on the smail of her arm, but straight out before her, at shoulder height. Her face was ______________________red. Her______________________cap was over her ear. Her eyes were__________________with horror. She had the gait of a__________________________. After each few steps she paused to stand trembling in her tracks, getting a fresh grip on her four chicken patties. She________________________past crowded tables and dignified old gentlemen ducked as the tray______________________over their bald heads. The crowd began to murmur in_____________________.

Obviously Eileen's slender arms were strong, but they were tiring under their burden. The tray rocked dangerously and a bit of chef's salad________ _____________on the hat of a_________________ ______victim.

The hostess raced over, but Eileen shook her head. Apparently she felt she was past help. Her face turned redder and redder. Finally she stood beside the table of the four____________ ____________ladies who had ordered the___________ ___________chicked patties. The chicken patty ladies sat__________________________with horror while Eileen rocked the tray high above their heads.

Finally Eileen said simply, but in a very__________________voice, "Help!"

Satiric Fables for Equivalent Grade Eight Humor Unit:

1. Examples of satire by Art Buchwald can be used for analysis.
2. The two fables of Ambrose bierce (following) can be sued. Students are to underline the satiric stabs and explain them.

Two Politicians

Two politicians were exchanging ideas regarding the rewards for public service. "The reward that I most desire," said the First Politician, "is the gratitude of my fellow citizens."
"That should be very gratifying, no doubt," said the Second Politician, "but alas! in order to obtain it one has to retire from politics."
For an instant they gazed at one another with inexpressible tenderness; then the First Politician murmured, "God's will be done! Since we cannot hope for reward let us be content with what we have."
And lifting their right hands for a moment from the public teasury, they swore to be content.

Wasted Sweets

A candidate canvassing his district met a Nurse wheeling a Baby carriage, and, stooping, imprinted a kiss upon the Baby's clammy muzzle. Rising, he saw a man who laughed.

"Why do you laugh?" asked the candidate.

"Because," replied the man, "the Baby belongs to an orphan asylum."

"But the Nurse," said the candidate-- "the Nurse will surely relate the touching incident wherever she goes, and perhaps write to her former master."

"The Nurse," said the man who had laughed, "is an illiterate mute."

Appendix Humor Unit - Historical Outlines (Equivalent Grade 8)

PARODY - serious literary or musical work is imitated, ridiculed or exaggerated for a humorous or comic effect

- a. the subject can be different, but the manner and form imitates the author
- b. subtle means of flattery or criticism
- c. can be either in verse or in prose - plays, musicals or reviews
- d. brings out peculiarities and criticizes the ideas or ideals of the author
- e. difficult form to write in that you have to be well versed in the author

History:

1. Dates back to Greek - Battle of the Frogs and Mice 400 B.C.
   - a. parodied a Greek poem by Homer
   - b. at that time, parody was not considered an art form but today it has been given that status

2. Well-known parody works:
   Bret Harte's Condensed Novel
   Sir Owen Seamen's Borrowed Plumes (1902)
   Barry Pains Playthings and Parodies
   Max Beerbohm's A Christmas Garland (1913)

3. Some parodies become better known than the works they parody
   - a. Henry Fieldings Novel Joseph Andrews in 1742 parodying Samuel Richardson's novel Pamela 1740

4. Noted 20th century parodists:
   Robert Benchley
   Ogden Nash
   E.B. White

Max Beerbohm: Parody is in literature what caricature is in art.

Appendix Humor Unit - Historical Outlines (Equivalent Grade 8)

COMICS - a form to prove something merely funny

- a. can use exaggeration
- b. can be dramatic
- c. can make light of everyday situations
- d. arranged in a single panel or several boxes
- e. two forms which comics are presented in:
  Comic strips or comic books

1. In comic books, that story is usually concluded at the end of the book

- f. strips usually have a continuing cast of characters
- g. dialogue appears in balloons usually

History
Started with Egyptians - 300 B.C. and Romans of Caesar's time
17th century England - Punch and Judy characters

(Outline)

First period - Richard Foulcault - 1980 Hogan's Alley
1. James Sinnerton - Little Bears and Tigers
2. Rudolph Dirks - Katzenjammer Kids - possibly based on Willhelm Busch's Max and Moritz (1870)
3. 1904 - daily comics strips

Second period - 1914 - Syndicated comics
1. Krazy Kat - most famous comic from this period) just
   by George Heriman) humorous
2. Gasoline Alley) every-day
3. Pop-eye) situations
4. Little Orphan Annie
5. George Heriman "Family Up Status"

Third period - 1930's
1. 1934 - started to adventures, science fiction, detective
   - a. Superman
   - b. Dick Tracy - Chester Gould
   - c. Steve Canyon
   - d. Al Capps' - Li'l Abner

Fourth Period - After W.W. II - return to comedy
1. Perhaps because of creation of Walt Disney's Pogo (1949)
   Charles Schulz's Peanuts (1950)

1956 - 1960 - 32 out of 39 famous comics were funny

Useful Purposes:

1. During the world wars, comic heroes were drafted to encouraged the people to enlist.
2. Public service messages - keep streets clean, eat a balanced diet.
3. Teach little children - Sesame Street for example

Appendix Humor Unit - Historical Outlines (Equivalent Grade 8)

Types of comics and techniques used:

1. Tumbleweed - hyperbole - small character creating a large effect
2. Dennis the Menace - by Hank Ketcham - generation gap between Mr. Wilson and Dennis - parents frequently mediate
3. B.C. - by Johnny Hart - incongruity - mixing of ancient and modern
4. Moon Mullins - twist in the ending
5. Beetle Bailey - Stock characters - situation involving the big mouth, know-it-all-sergeant and a dull soldier
6. Ferd'nand - pantomime
7. Sesame Street - by Cliff Roberts - educational and humorous in the "baby-type" situations created
8. Peanuts - appearance of characters and type of characters represented
9. Marmeduke - animal characters
10. Dick Tracy - continuing dramatic situations
11. Andy Capp - English parody/satire
12. Rex Morgan - Pantomime
13. Mr. Tweedy - Character acts - unaware of effect

ANIMATION

History - 1. First animated cartoons came out in 1831, ten years after [illegible] motion pictures were introduced.

2. Emile Coho - first creator
3. J. Stuart Blacton made the first American cartoon in 1906. It was called Humorous Phases of Funny Faces.
4. In 1909, Winsor McCay of the U.S. made Gertie Dinosaur.
5. During World War I, famous characters were Krazy Kat, Popeye, Felix the Cat and the Katsenjammer Kids.
6. In 1917, Max Fleischer introduced a series OUT OF THE INKWELL. In 1913, he created Popeye and KoKo the clown.
7. The creator of Felix the Cat is Pat Sullivan
8. Soon after that, the celluloid way to make cartoons came out painting right on the film was introduced by Lenlye of Canada.
9. The best known and most active producer was Walt Disney. In 1928, he invented cartoons with sound. The first cartoon with sound was Steamboat Willie in which Mickey Mouse was introduced. Disney attracted many people in the 30's and 40's. In 1937, he produced a full length picture called SNOW WHITE AND THE SEVEN DWARFS. He also came out with Donald Duck during this period.
10. In 1950, important characters were Tweety Pie and Sylvester, Bugs Bunny, Tom and Jerry and Hickleberry Hound.
11. Some movies in other parts of the world were:
    Canada - Hoppity-Hop (1946)
    Around is Around (1952)
    The Neighbors (1952)
    The British produced the first feature length cartoon after World War II.
12. Some foreign animators are Paul Grimault, Jan Lenica and Karel Leman.

Appendix Humor Unit - Historical Outlines (Equivalent Grade 8)

SATIRE - pokes fun at an idea, person or institutions

1. Riducules man's acceptance of men and institutions at face value
2. Old material presented in a new way
3. Illuminates a problem - usually doesn't offer a solution
4. Humor often to cover up the criticism and protect the writer as well as to hold the audience
5. Subject of satire is something which is flawed or weak
6. Writing of satire or criticism in general is a popular form as it is easier to be critical than complimentary
7. Satire provides a balance to the established
8. Some say satire employs a very selected point of view rather than exaggeration
9. Can employ other forms such as parody, farce, caricature, burlesque

History:

1. Began in Greek and Roman times
   a. Horace - who wrote gently ironic verses on contemporary life and manners - now called Horatian satire. Wrote in 1st century B.C.

   b. Juvenal - 2nd century A.D. - attached vice and corruption in sharp and bitter verse. Now called Juvenalian satire

2. Middle Ages - used in Fabliaux, beast fables, and picaresque novels
   a. Geoffrey Chaucer's - Canterbury Tales (14th)
   b. Cervantes - Don Quixote

3. 17th and 18th centuries rich in satire
   a. Swift's Gulliver's Travels (picaresque)
   b. France - Voltaire
   c. Addison and Steele - The Spectator - forerunner of modern magazine

4. Early American Satire
   a. Before American Revolution - Political Satire
   b. Mark Twain - Tom Sawyer, Huckleberry Finn
   c. Bernard Shaw
   d. Thurber

5. Satire declined as a separate form - 19th and 20th century satire was absorbed into other forms.

6. Satire as used by comedians:
   a. Bob Hope
   b. Laugh-In

Appendix Humor Unit - Historical Outlines (Equivalent Grade 8)

ANIMATION HUMOR TECHNIQUE

1. Popular type of humor
2. An animation artist could create an unrealistic situation with made up characters
3. Favorite combinations are dog against cat and cat against mouse.
4. Violence is in most cartoons, but no characters have ever been known to bleed
5. Different ways to make an animation are:
    1. celluloid
    2. paint on film
    3. film objects and moving them with each shot
6. Speed: silent speed - 16 frames per second
   sound speed - 24 frames per second

Extended Definition: A motion picture consisting of a series of individual hand drawn sketches. Each picture has a slight variation in movement from the next. When filmed all together, appear as though figures are actually moving. Animation is extramly useful in creating a humorous situation which otherwise couldn't be done with real characters. Animation appeals to a large audience and can be used effectively in commercials, humorous movies, learning programs, etc.

Newspaper

DEFINITION: A daily or weekly publication containing factual articles on current events.

SKILLS - Students should be able to:

1. Locate and describe the following sections of a newspaper:
   a. News article, international-national-local
   b. Feature article
   c. Society columns, advice columns, food features
   d. Sports
   e. Editorials
   f. Letters to the editor
   g. Obituaries
   h. Classified ads
   i. Comics
   j. Advertisements
   k. Financial page

2. Define the following newspaper terms
   a. banner
   b. jump
   c. ears
   d. lead-story
   e. beat
   f. Associated Press
   g. United Press International
   h. 5 w's, who-what-where-when why
   i. layout
   j. dummy
   k. copy reader
   l. masthead

3. Recognize the techniques of slanted writing in connection with the editorial and the advertisements. Techniques to be examined are as follows:
   a. band wagon: "everybody's doing it-you should too"
   b. name-calling device: an appeal to hate or fear by giving it bad names
   c. glittering generalities: an appeal for support by use of virtue words, etc. "John Doe stands for Truth, Justice, Motherhood."
   d. Transfer: an appeal based on the prestige of something highly respected or sought after.
   e. testimonial: an appeal based ontthe testimony offered by people of importance
   f. plain folks: an appeal based on giving the appearance of being "just people" like everybody else.
   g. card stacking: an appeal made by misreprentation or misinterpretation of statistics or facts.

CONTENT AND /OR MATERIALS

The New York Times will provide a very complete newspaper unit when 15 or more subscriptions are purchased.

SUGGESTED ACTIVITIES

1. A current paper or papers can be examined or a "period" newspaper can be created to correspond to one of the Social Studies units.

2. Students listen to a newscaster and a news commentator and discuss the differences in their methods of presenting the news as compared to ewspaper articles and editorials.

3. Cut out intriguing headlines from newspapers. Each student receives one about which to write. An interesting variation of this experiment is to provide the original newspaper article so the student can compare his version with the original and realize the varied ways of thinking about any idea.

4. Field Trip to the Hartford Courant. After returnigg from a field each "reporter" can write about the trip as a way of summarizing the experiences.

5. On a rotating basis, students could contribute to the bulletin board one article under each heading of the types of material in the newspaper.

6. Analyze news stories considering:

   a. word choice of headlines
   b. importance of verbs in the article
   c. active rather than passive voice
   d. use of picturesque nouns'
   e. avoidance of breaking up important word groups
   f. modifiers of nouns
   g. use of prepositional phrases

7. Compare the pattern for the news story with that of a short story.

   a. news story - headline, lead, climax, details
   b. short story - title, introduction, details, conclusion

8. Study a news story concerned with the same item from three different newspapers. Decide whether each presents the item in a manner that is accurate, complete, fair.

9. Read articles on highly controversial issues and analyze them according to:
   argument used
   approaches to
   use of propaganda devices such as (bandwagon, testimonial, plain folks, snob appeal, name calling, glittering generalities, transfer, slanted words, and card stacking)

Appendix

Suggested Activities For Book Reports - (For all Levels)

Conduct a "Meet the Author" T.V. program where in a student familiarizes himself with the details of an author's life and then defends his work against criticism.

The student writes a plan for a T.V. commercial about his book. This should include all necessary dialogue as well as a description of the actions and pictures that accompany it.

The student plans and prepares a "dummy" for a magazine or newspaper advertisement, pretending that the book is newly published and being introduced to the reading public.

The student designs a poster to be used in a bookstore to advertise his book. The poster should contain all the material and sketches of the layout.

Students compose an examination based on the book that has been read and also prepares an answer key to all the questions. He may include "true and false," "multiple choice," "matching," and some essay questions. To formulate questions, students must read carefully and think through the book and its implications for the reader.

Impersonating one of the characters in a book he has read, each student presents a first person review of some of the most interesting experiences that happened to him in the volume. Travel, biography, novels and non-fiction are possible choices.

The student prepares a three-dimensional, diorama-type representation of the theme, locale, characters, plot, era, or other aspect of a book he has read. Somewhere in or on the project he includes a recommendation for the book.

When students have completed a novel, they each take on the identity of its major or minor characters and write three entries of at least 150 words in the diary of that person. The entries are to represent part of a complete diary maintained by the character to record the events of his life as revealed in the book. They should reflect the student's personal reactions to his character's involvement with some of the major plot episodes, his relationships with other characters and an empathy with the moods, modes, and manners of the period of the novel.

Students write a 200-300 word defense of one of the following statements, basing their remarks on a just-read book. Opinions are not enough; they must be reinforced with sound reasoning and logical ideas.

1. This book should be included in a capsule buried today to be dug up in 100 years.
2. This book should be in every library.
3. This book should be on a list of recommendations for leisure and summertime reading.
4. This book should be read by every thinking American.
5. This book should be read by every adolescent and his parents.
6. This book should win an award.
7. This book should never be spoiled by a teacher requiring a book report.
8. This book should be read by every student who hates to read.

A discussion session can follow these summations which should make students think, although their opinions may differ considerably.

Have an "auction sale." On the appointed day a studen"barker" will call the "auctioneers" to the "block" to "sell" the calss on the books of their selection. After everybody has made his stump speech, monitors will gather the class "sales sheets" and count the "best sellers."

Student composes a ballad about the main character of the novel or a folk song about the adventures of the main character.

THE BASIC HUNDRED SPELLING TEST (Suggested)

ache
again
always
among
answer
any
been
beginning
believe
blue
break
built
business
busy
buy
can't
choose
color
coming
cough
could
country
dear
doctor
does
done
don't
early
easy
enough
every
February
forty
friend
grammar
guess
half
having
hear
heard
here
hoarse
hour
instead
just
knew
know
laid
loose
lose
making
many
meant
minute
much
none
often
once
piece
raise
read
ready
said
Saturday
says
seems
separate
shoes
since
some
straight
sugar
sure
tear
their
there
they
though
through
tired
tonight
too
trouble
truly
Tuesday
two
used
very
wear
Wednesday
week
where
whether
which
whole
women
won't
would
write
writing

SUGGESTED SPELLING LIST

LEVEL 13

MASTER ALL OF THESE WORDS WHICH ARE FROM THE 220 BASIC DOLCH LIST.

and
as
because
but
if
or
about
after
at
by
down
for
from
in
into
of
on
ever
to
under
upon
with
been
buy
came
carry
could
did
does
don't
drink
fall
fly
gave
give
goes
got
had
have
hold
is
keep
laugh
like

he
she
her
him
his
I
it
its
me
my
myself
our
that
their
them
those
they
this
these
us
we
what
be
bring
call
can
come
cut
do
done
draw
eat
find
found
got
go
going
grow
has
help
hurt
jump
knew
lot

big
blue
brown
cold
every
four
funny
green
kind
little
many
old
rode
round
six
some
the
two
white
am
ask
who
your
always
away
far
first
how
much
he
now
once
out
seen
there
together
up
well
where
yes
all
any
better

LEVEL 13 (cont.)

black
both
clean
eight
five
full
good
hot
light
long
new
one
pretty
right
seven
small
ten
three
warm
yellow
are
ate
which
you
again
around
before
fast
here
just
never
not
off
only
so
then
today
too
very
when
why
a
an
best

live
made
look
make
may
must
open
pick
play
please
pull
put
ran
read
ride
run
said
saw
say
see
shall
show
sing
sit
sleep
start
stop
take
tell
thank
think
try
used
walk
want
was
wash
went
were
will
wish
work
would
write

ACTIVITIES
LOWER INTERMEDIATE

I. DECODING

A. SWITCH-A-ROO

A word drill game which can be adapted to any word analysis skill. Example: Prefixes re, be, de (Game works best with 3-4 players) Words are written on one side of small oak tag cards and placed face down in the center of the table. The first player draws a card. If he is able to read it aloud he may keep it by placing it face up on the table in front of him. The next child draws a card. If he is able to read it aloud he may put it on the table in front of him. He then looks at every other player's cards to see if his "matches" theirs. In this example he is comparing prefixes. If the prefix on his word is the same as the prefix on the first player's word, and if he is able to read the word aloud, he may take the word from the first player and put it in front of him with his other words. Play continues in this manner with each player drawing a word looking to see what other player has words which "match" his own, reading each matching word aloud, andswitching it to his own list. The object of the game is to end up with the longest list. As play continues the lists become longer and longer, and since each time the list switches hands each word must be read aloud, a great deal of repetition is accomplished, yet with enthusiasm. This game is noisy!

Any word parts can be matched; on an easier level short vowel sounds, blends, etc. In English, words can be classified by parts of speech. For vocabulary, the word must be used correctly in a sentence in order to "keep" it. Variations are endless.

III. LANGUAGE

A. MOTIVATIONAL DEVICE-GRAB BOX GAME I

Materials - Grab box with motivating ideas to write creative stories, short paragraphs or letters. The children will correlate with their writings the Language Arts areas of spelling grammar, capitalization, punctuation, and must have nice handwriting. They must also have complete sentences.

The children may illustrate their stories using crayons, paint, clay, or cut out objects from magazines.

Variations - the children may write their stories, paragraphs or letters individually on paper and illustrate them.

III. LANGUAGE (CONT'D.)

A. MOTIVATION DEVICE-GRAB BOX GAME I (CONT'D.)

I have found this game very motivating for three fifth grade boys. I was asked to help the boys with their spelling handwriting, capitalization, punctuation and to have them create effective sentences.

Directions
Each one of you reach inside and take a card. Read aloud the directions. Go to the board and write your story, short paragraph or letter. When I say stop, give the chalk to another person. We will continue doing this with five people. The fifth person will write a conclusion to the story. He may read the story aloud to the class. You must watch the board carefully and be thinking what you may write. You must have neat handwriting, spell correctly, use correct grammar, capitalization and punctuation. You must also have complete sentences.

B. NEWSPAPER

So much can be done with free or inexpensive 'daily' materials such as boxes from products, newspapers, and calendars. Here are some ditto sheets that can initiate some marvelous newspaper activities and discussions. You can make it relate to just about any subject, depending on the emphasis. For an elementary reading and/or Language Arts class you might go into exactly what is in a newspaper, how it helps us, exactly what goes into making a newspaper - the history of printing; you could pick out spelling words, then cut them out and make picture sentences with them; you could circle nouns, verbs, adjectives (especially plentiful in the ad sections!) For Social Studies you could set up social situations or problems where it would require the use of the classified ads. There are endless possibilities with an everyday newspaper!

We've been using the comics recently to reinforce the reading skill of sequence.

On the following page there is an example of the TEAM LEARNING: NEWSPAPER ditto that could be used.

ACTIVITIES
LOWER INTERMEDIATE

III. LANGUAGE (CONT'D.)

B. NEWSPAPER (cont'd.)

Ditto - TEAM LEARNING: NEWSPAPER (Work in pairs)

1. What is the name of your paper?

2. What is the date of your paper?

3. How much does it cost?

4. How many pages are there in your paper?

5. What do the headlines say?

6. What is the weather report?

7. Where would you find the comics?

8. Where would you find the TV-Radio programs?

9. Which one is your favorite TV program?

10. Where would you find sport news?

11. Find three things you can buy on sale?

12. How many pages of "ads" are there?

13. Cut out the Table of Contents. Paste it on this sheet. Find some ads that are particularly appealing to you. Paste those on too; and tell me why they are attractive to you - why you might want to buy that product or whatever.

C. ADVERB BINGO

Have the children mark off adverbs that answer questions such as:

1. An adverb that tells when you went to the circus.
2. An adverb that tells how you wrote a letter.
3. An adverb that tells to what degree you are sick.
4. An adverb that tells where you met your friend.

The first person to cover a predetermined number of boxes (for example - a straight line - a row) is the winner.

A ditto example is on the next page.

ACTIVITIES
LOWER INTERMEDIATE

III. LANGUAGE ARTS (CONT'd.)

C. ADVERB BINGO (CONT'd.)

This is the setup for a ditto example of Adverb Bingo:

ADVERB BINGO

(Adverbs tell how, when, where, why and to what degree.)

B	I	N	G	O
better	gracefully	nearby	angrily	yesterday
now	quietly	today	tomorrow	always
clearly	immediately	upstairs	outside	recently
almost	again	loudly	tonight	slowly
soon	very	left	carefully	quickly

D. TEACHING TECHNIQUE

Children describe something orally in the room. Their description must show careful observation of shape, texture and color.

Other children try to guess the object.

Now, children write about an object at home (a homework assignment) which no one in the class has seen.

In school they exchange their written description with someone else in the class. Crayons and paper are furnished. The children draw a picture from the written description. The success of the picture depends upon the effectiveness of the written description.

Both artist and writer stand before the class. The description is read and the picture is shown. Comments are made by the children involved about the finished project. Others in the class may also comment.

ACTIVITIES
LOWER INTERMEDIATE

III. LANGUAGE ARTS (CONT'D.)

E. ADVERBIALS OF PLACE

To introduce this each child has to tell where he is at that very moment. Each must say it in a different way. A list is written on the board with prepositional phrases in one column, adverbs in another. The terms are not used until the list is complete. Then the terms are introduced.

For example: Where are you?

in Room 2
at my desk
in school
in my chair
near the blackboard
in Avon

inside
upstairs
here
somewhere

F. ADJECTIVES-"FUN WITH ADJECTIVES"

After adjectives have been taught, children are asked to write a list of interesting adjectives. A specific number is assigned. The attached story may then be distributed. Children have fun reading the story and putting their adjectives (as they appear on their papers) in the blank spaces. If a word isn't an adjective, it is usually obvious when the story is read orally.

IV. STUDY SKILLS

A. BIOGRAPHY BOOK REPORT FORM

The following can be set up in the form of a book. Page 1 - On the front cover, draw a picture of this person. Write the title and author of this book. Put your own name on a line on the back cover.

Fill in the following data about the person in this book:

Name?
When was this person born?
When did this person die? If he is still living, say so.
Why is this person important enough to have a biography written about him?

IV. STUDY SKILLS (CONT'D.)

A. BIOGRAPHY BOOK REPORT FORM (CONT'D.)

Page 2 - What part of the book did you like best? Tell about it in your own words.

On the inside two pages, draw a picture which shows this person doing what you think is the most important thing he did in his life. Write a good describing title for the picture.

Page 3 & 4 - Leave blank.

Page 5 - What kind of person was ____________________?

Write two paragraphs about the kind of person this character is. The words at the end of the next page are there to help you. You must tell why you think he is that kind of person. Use examples of things that happened in his life to prove it.

Page 6 -

brave
lonesome
loyal
beautiful
intelligent
bold
peaceful
angry
cruel
trustworthy
true

happy
sad
proud
handsome
dedicated
cowardly
trusting
friendly
sympathetic
afraid of people
noble

boastful
helpful
sincere
shy
ready to fight
cheerful
rowdy
stupid
tough
silly

B. ENCYCLOPEDIA ACTIVITY

Procedure to make: Take three spirit masters and a set of encyclopedia. Flip through the encyclopedia quickly locating interesting facts and formulate a question which can be answered by locating in the encyclopedia, the key word of your question. While in each encyclopedia locate three such interesting facts and put one question on each ditto master. Proceed, doing the same thing, with each encyclopedia. Leave a short space after each question for an answer and the page and volume where the information was found.

Since only seven or so questions fit on each master, you will ultimately end up with six different sets of questions which can be interchanged.

IV. STUDY SKILLS (CONT'D.)

B. ENCYCLOPEDIA ACTIVITY (CONT'D.)

It's a good idea to have the students underline the key word in the question. It helps them determine where to look.

Borrow a rolling set of encyclopedia plus another set from another teacher. The children enjoy this activity locate facts from reference books, and learn to identify the main topic in questions. The children can answer questions in any order and with three sets of encyclopedia there are no difficulties.

C. LIBRARY SCAVENGER HUNT

Please follow the directions carefully. Write the answer or answers on the lines below.

1. Go to the Biography shelves and copy down the title and author of any two books.
2. Go to the reference shelves and find two different sets of encyclopedias. Copy down the name of each set.
3. Go to the card catalogue. If you are a boy, copy down the title, author and number of any one book under Legends. If you are a girl, copy the same information for a book under Ocean.
4. Go to the fiction shelves and copy the title and author of any two books under S.
5. Go to the non-fiction shelves and copy the title and author of any one book under number 534.
6. Locate the film strips. Copy the name of one that has to do with Science.
7. Choose any book in the library that you would like to read. Write the title, author and number (if there is one).

Hand in your paper. You are finished.

V. LITERARY UNDERSTANDING AND APPRECIATION

A. LITERARY UNDERSTANDING

Have the children read into a cassette recorder at the beginning of the year. Every month or so have the student record his reading onto the same tape. He can replay the whole tape to see the progress he has made during the year.

ACTIVITIES
LOWER INTERMEDIATE

VI. CREATIVITY

A. LANGUAGE ARTS CORNER

A corner of your room where a child can go and choose, from a variety of activities, something to do. Each card in the corner is coded and worth a certain amount of points. For motivation, the child may earn a felt letter (in my case a T for Towpath). The first 50 points earn a T, the next 50 points earn a star. This works very well. For each activity the child receives a certificate stating the points earned and how they were earned.

The cards include a variety of language activities (anything from presenting a TV quiz program to making a grocery list with compound words). You can gather ideas from magazines, old english books, teacher's manuals, etc.

This corner reinforces language skills and also encourages the child to use his spare time wisely. Following directions is also stressed.

B. EXPANDING THOUGHT

This expansive thought (which frequently involves consideration of synonyms, parallels, antonyms, homonyms, etc.) is good practice for creative writing. It also reinforces several reading skills and helps to develop imaginations!

Procedure:

1. Divide the class into two teams and give each child a pencil and paper.
2. Have one group put their heads down on their desks. Show the other team a word card. Have them write down the first word or phrase that comes to mind.
3. Now let the group with the "associations" say their responses outloud. (You could write them on the board.) From the associations the other team must try to guess the original word on the card.
4. Have the teams switch roles.

Points and Discussions:

I give a point to the team who guesses the word and to the opposing team if their clues or associations are very good. Usually somewhere along the line a team will get

VI. CREATIVITY (CONT'D.)

B. EXPANDING THOUGHTS (CONT'D.)

Points and Discussions: (Cont'd.)

ahead. A further discussion of the sort of associations that people had, which kinds helped most in guessing the word, which were most unusual and interesting is beneficial and thought-provoking.

NOTE: When my supply of word cards diminished, I had the children make some. They enjoyed this as mush as playing the game. They liked seeing theirs "in action" too.

Following are words which lend themselves to this activity:

isicle
spy
cross
vine
reach
devil
grow
cobweb
bubble
curved
wet
shadow
bounding
hole
worm
surround
dragon
tingle
mechanical

C. DESCRIPTIVE PARAGRAPHS

Successful paragraphs need to be planned. A list of specifics or a "describer list" is made first. Using the headings is, has, and does, direct the writing of phrases and/or descriptive words under each category. When the list is more than complete, write a topic sentence. The paragraph is then written with more ease and definitely with more success.

A word of caution: Spend some time first on writing complete sentences from specifics or this list can cause children to write phrases and clauses instead of sentences.

D. GROUP POETRY - "WRITE A LINE"

A refreshing change for all to participate, or all within one reading group, is the composing of a group poem.

A subject is selected or can be assigned. Some guidelines may be set up. For example: each line must have a place and an animal mentioned in it. Even the beginning first few words may be decided upon. Our first subject was "Christmas-What is Christmas? Each child wrote a line about his feelings and/or thoughts about the subject. The groups then gathered to read their lines, decided the sequence and after making a few changes, came up with one poem. This was shared with the entire class.

ACTIVITIES
AC
Upper - Intermediate

II. COMPREHENSION

A. Be The Teacher

An activity that reading classes enjoyed was to "Be the Teacher." We divided the class into teams. Each team was responsible for the presentation of a story from the unit. To be included in their presentation was:

1. background information
2. vocabulary developmemt
3. the story itself
4. any supplemental activities the teams could create to make the story more interesting.

B, Scavenger Hunt (visual development)

Each student is given a newspaper and a list of words, sentences etc., which he must find within a certain time limit. Points are given for words found. Teams or individuals may compete. (Excellent for visual divelopment)

III. LANGUAGE

A. A Word Game

This exercise is a game which provides students with valuable insight into word choices, variety, and the infinite combinations of words which make our prose and poetry exciting. The lesson may therefore, be used in poetry, language and vocabulary studies as well as in writing.

Begin with giving a word association "quiz". Students make a list of words which come to their heads when thinkihg of a given word (or words associated with others thought of in response.) Students should make four columns and respond to one word at a time Encourage Free flow and give ample time.

EXAMPLE: A. BIRD (given) Response may be BIRD - brain
" - fly
OR " - wing
" - song
EXAMPLE: Each word triggers the next...
A. BIRD...fly...high...soar...clouds...etc.

Next repeat the procedure for three other starter words. (Stop the class or individual after a long list-20 or more words.) You should try to select unconnected words for the four starter words-include a verb, noun, adjective (color for example) and an abstraction.

EX. A. BIRD
B. WINTER
C. BROTHER
D. BLOOD

EX. A. BROWN
B. DEATH
C. CLEAN
D. FINGER

The

When all lists are complete, take one word-response from each student in a random order selection. Rotate words by asking for a response from one different student and one different column. Set up approximately four to five lines of 4-5 words each.

The game is to make "sense" of the random samples, with the class helping; you may add prefixes and/or suffixes, articles, change verbforms, etc. (Try not to move words at first, or make up your own set of "language" rules.) The result will be "poetry."

Now you are ready to discuss freshness and originality, symbolism, syntax, poetry, etc. Writers may begin to write poetry where they never thought they could, and more advanced poets can use the technique less mechanical for specific purposes.

SAMPLE RESPONSE TURNS INTO POETRY:				NONSENSE TO SENSE:
RUN	GREEN	OCEAN	SPIRIT	Run green ocean spirit,
TRAVEL	ARMY	FLOW	GODS	Travel in armies of flowing gods,
EXPLORE	WAR	DRIFT	HEAVEN	Explore the war of drifting heavens
DISCOVER	PEACE	MYTH	THUNDER	And discover peace in the mythical thunder.

B. ACTIVITY

An activity which I have used successfully is basically a new approach to the "Olde Spellinge & Vocabularie" Assignment.

The class is divided into teams of 4 or 5 members. Each team is given a textbook (The same one or different ones) to use in finding words. Each team submits a list of 10 words, using any word which can be found in the book. One team's words then become the lesson for the week, the next team's words the next wekk's lesson, etc. Teams all take all the tests, even their own words, and team scores are kept to increase interest & competition. A prize is occasionally awarded to the winning team.

C. The Malapropisms (named after Mrs. Malaprop in Sheridan's play the Rivals) is a good game to play for both visual and oral word discrimination and vocabulary building.

It can be played by any age by changing the sentences to fit to level. Kids also love to make up their own sentences once they get the idea of the game. Here are a few examples to get you started.

1. In Florida we saw many allegories. The right word should be
   a _ _ _ _ _ _ _ _ _
   (alligators)

2. The gallery around the green was hushed as the golfer reproached the ball
   Right word: a _ _ _ _ _ _ _ _ _
   (approached)

3. Bill was laid up with a leg inflection.
   Right word i _ _ _ _ _ _ _ _
   (infection)

4.

4. Soon the mountain darkness developed us.
Right word: e _ _ _ _ _ _ _ _ _
(e n v e l o p e d)

D.

In order to make the teaching of the narrative paragraph more interesting and involve other skills, I modified the television program "To Tell The Truth."

Each student was to write a narrative paragraph. This paragraph contained some biographical information about an imaginary person and something he had accomplished.

After correcting the papers, I selected five that were well-written and interesting and wrote a note on these papers that they were chosen as our guests. When the papers were returned, it was up to each of those five students to find three others from the class and brief them.

Each group stood up in front of the class while I read their composition. The class was allowed one question each. After the questioning period was over we voted and finally discovered which student told the truth.

E. Personal Interview - Character Sketch (Writing Activity)

At the beginning of the semester I assign a character sketch. Each person draws the name of another person in the class to interview. Interviews continue for two or three days. Then the student writes a character sketch on his subject placing special emphasis on the individual's singular qualities or ideas. This project gets a class going together, allows the people to know each other better and provides for a vital, thought provoking writing experience.

F. The "-king" Game

Activity - possibly better use could be made of this game in the lower grades - as introduction to the gerund.

The game consists of asking questions which will be answered by some word with the KING ending - for example - what kind of king tiptoes about the castle? "sneaking."

1. What kind of king destroys things? "breaking"
2. What kind of king needs a life preserver? "sinking"
3. What kind of king wants to know the answers? "asking"
4. What kind of king is always deep in thought? "thinking"
5. What kind of king has a bad smell? "stinking"
6. What kind of king is always thirsty? "drinking"
7. What kind of king looks through key holes? "peeking"
8. What kind of king needs to be oiled? "squeaking"
9. What kind of king takes chances? "risking"
10. What kind of king works in a dairy? "milking"
11. What kind of king sounds like a dog? "barking"
12. What kind of king gathers leaves? "raking"
13. What kind of king sees alot? "looking"
14. What kind of king has a fire in his chimmey? "smoking"
15. What kind of king is a phony? "faking"
16. What kind of king has an alarm clock? "waking"
17.

17. What kind of king makes doughnuts? "baking"
18. What kind of king works in a factory? "making"
19. What kind of king is nervous? "shaking"
20. What kind of king says,"Don't forget me"?"forsaking"
21. What kind of king pulls feathers out of a chicken? "plucking"
22. What kind of king climbs mountains? "hiking"
23. What kind of king scribbles with a pencil? "marking"
24. What kind of king works in a quarry? "rocking"
25. What kind of king needs a plumber? "leaking"
26. What kind of king hides in the shadows? "lurking"
27. What kind of king tells falsehoods? "liking"
28. What kind of king catches fish? "hooking"
29. What kind of king takes his lunch to the park? "picnicking"
30. What kind of king rides a two-wheeler? "biking"
31. What kind of king makes the extra point on football? "kicking"
32. What kind of king makes selections? "picking"
33. What kind of king eats lollipops? "licking"
34. What kind of king makes clocks? "ticking"

IV. STUDY SKILLS

The following exercise can be used as an introduction to a unit on the art of studying and concentration, or as an aid in a speech or composition course. Itaalso can be used very happily on those days when you need something unique.

After reading the following instructions take your time and carry them out.

Sit straight, not rigid
in a chair.
Close your eyes
and follow your thoughts
for 1 minute.
Then let the words go and
become aware of how you feel,
not how you think you feel
or how you'd like to feel
but your actual feelings
and sensations as they are
in the next minute.
Now shift your attention
to your feet and
without moving them in any way
become conscious of what they
are resting on.
Then take 15-20 seconds
to feel-experience
(rather than think or imagine)
the following areas
of your body:
your feet, each of your toes
(without moving them),
the top of your feet, your ankles,
calves, knees, thighs,
buttocks, the chair
that is supporting you;
your stomach, chest, back,
the back of the chair;
your shoulders, arms, elbows,
forearms, wrists, hands,
each of the fingers;
your neck, lips, cheeks,
nose, eyes, face;
forehead, top of the head,
back of your head:
your entire body.
Experience your breathing,
the sounds in the room
and how you feel right now
and then slowly open your eyes.

TheThe following exercises can be employed in order to make writing and speak speaking techniques tangible for the student. They are ready practice experiences that the student can use independently of the classroom situation. Use the exercises selectively or in a series.

A1. Answerless Questions

Answer each question. Give a reason for your answer.
Example: What color is surprise? Yellow, because it happens so suddenly.

1. Which is colder, an iceberg or fear?
2. Which is itchier, a wool sweater or curiosity?
3. Which is softer, a kiss or cotton?
4. What shape is life?
5. What color is noise?
6. Which is warmer, love or the sun?
7. Which is more sour, a lemon or defeat?
8. Which is happiest, sunrise or sunset?
9. What color is winning?
10. Which is slower, K or Z?

Now make up ten questions like the ones above. If it is possible to do so, ask one of your classmates to answer your questions. At the same time you can be working on your classmate's questions.

B. Brainstorming

"Brainstorming" is a method used to get ideas. The more ideas you have, the better the chances of getting good ones. Brainstorming means listing on paper every thought you have about a subject. This may be done alone or, with permission, in small groups. The purpose is to come up with as many ideas as possible. Quantity, not quality, is the first consideration.

Brainstorming may help you choose a better plot for a story or write a more unusual poem. Don't ever stop with your first idea, although that may be the idea you end up using. Brainstorm all the possibilities: then choose the best.

a. Brainstorming by yourself. Think of as many uses as you can for the following items. See how original you can be.

   1. a paper clip
   2. a potato
   3. a book
   4. a door
   5. a blank sheet of paper
   6. a button
   7. a shoelace
   8. an empty soda can
   9. a paper cup
   10. a toothpick

b. Brainstorming with others. With your teacher's permission, form small groups. In your group, brainstorm uses for a cement block with your classmates. Again, list all ideas, ever the most ridiculous. Don't spend time discussing any of them. When the teacher tells you that your time is up, choose someone to report your group's list to the rest of the class.

C. Color Associations

What colors do you see when you think of each of the following? Why?

Each day of the week
Your school
Your family
Your best friend

Now reverse your thinking. What do the following colors make you think of? Perhaps some of the colors will remind you of abstract ieeas such as happiness or sadness. Perhaps others will remind you of concrete objects. Make your ideas original. Nearly everyone associates red with danger, and it is really rather easy to say that yellow makes one think of a canary.

List at least four really fresh ideas for each color.

red
blue
yellow
green
white
black
brown
orange
pink

D. Word Combinations

The meaningful combination of words is what makes writing sensible, interesting, and often creative. You may be surprised at the different combinations of words you can write by starting with only three words and adding other words to make a meaningful sentence.

Write a sentence using all the words listed after each number in the following exercise. The sentences may be long or short, but they must make sense. Try to make them clever by using the words in a slightly different manner. Don't settle for your first combination. Shift the words around. Substitute. Improvise. Try every possibility. Then choose the best.

Example: puddle step ginger

You might write, "The ginger-haired dog stepped in the puddle." A more unusual sentence would be, "Ginger learned the new puddle dance step." Maybe you would like to "invent" a new product. For example, "Ginger Steps, the new waterproof shoes, don't mind going in puddles." Notice that some words can be used as more than one part of speech.

1.	whistle	hair	bubble gum
2.	train	elevator	sirens
3.	match	flash	tree
4.	stump	heel	blonde
5.	marble	candy	walk
6.	boot	bottle	run
7.	ball	surprise	jinx
8.	paper	black	cream
9.	pipe	fog	step
10.	fall	flesh	stone

E. Expressed Comparison

In our everyday conversation, we often make expressed or direct comparisons between two unlike objects. We do this to clarify what we wish to explain. Normally, an expressed comparison is introduced by the words like or as.

For example, a girl may have cheeks "like roses." A clever boy may be smart "as a fox," Many of these expressions are now trite. In other words, they have been used so often that they are worn-out--no longer fresh, original, or effective.

Complete the phrases below by adding a word or words which makes an original but sensible comparison. Avoid using words you have heard before in the same phrase.. Expand your thinking.

Example: busy as a mustard paddle at a wiener roast

1. clever as
2. funny as
3. happy as
4. quick as
5. tired as
6. frightened as
7. sneaky as
8. nervous as
9. silly as
10. thin as

An expressed or direct comparison is sometimes called a simile[SIM uh lee]. A simile is a literary device which helps a reader better understand what you are trying to say. Similes are used in both prose and poetry. An original simile is fun to read. A trite one is boring.

F. Implied Comparison

Unlike expressed comparisons, implied or indirect comparisons are not introduced by the words like or as. Implied comparisons can be made by connecting two unlike objects by their common quality. Such statements are meant comparatively, not literally. For example, "John is a clown" does not mean that John dresses in baggy pants and has his face painted. Rather, John's actions draw the laughter of other people, so he brings to mind a circus clown. Many implied comparisons are tired and worn-out through overuse. If they are not trite, however, they can be very effective.

Write an implied comparison for each of the following.

Example: Old age is a summer evening.

1. a building
2. motherhood
3. an elephant
4. authority
5. a snowflake
6. a traffic light
7. a tree
8. a graveyard
9. a subway tunnel
10. a bicycle

An implied or indirect comparison is usually called a metaphor [MET uh for]. Use metaphors to create poems and prose that are fresh and alive.

Can you improve any of these metaphors now?

G. Personification

A writer must be sensitive. He must feel with his characters. He must write so that the reader can identify with the people and places he talks about. If you can put yourself in someone else's place, you become more aware of that person's feelings. If you try to imagine what it would be like to be a particular object, such as a pencil, a coin, or a telephone, you can get new ideas on description and identification.

To give an animal or inanimate object human qualities such as thinking or feeling is called personification[pur sahn if uh KAY shun]. Many writers use this device to make their work more exciting.

Write a paragraph or poem in which you are some object or animal. What is life like for you? What makes you happy? Sad? What do you hope for?

Here is an example of personification:

Mary was just about to slam the phone down on its cradle when the telephone talked back!

> "Don't do that," it pleaded, "Not again! Don't you realize that I'm a sensitive instrument? Do you think I like busy signals any more than you do? Oh, that ugly buzzing, buzzing, buzzing, it gives me a frightful receiver-ache. And instead of sympathy you crash me down on my cradle. You know, I bruise very easily. I'm a Princess Phone, and you treat me like any common kitchen wall phone: gossiping into my delicate speaker; letting my beautiful curly cord get all twisted and knotted up: dialing wrong numbers till my wires get crossed; ignoring my pretty ringing sounds. You just don't deserve me. Aren't you ashamed?"

Some suggestions follow below.

1. a television
2. a watch
3. a coin
4. a dog
5. a shoe
6. a tiger
7. a door
8. a tree
9. a porpoise
10. a garbage can

Do you think you have given a new picture of the animal or object you have chosen?

H. Exaggeration

Many times people exaggerate to make a point. Do you remember telling your friends that you "stayed up all night studying for the test"? Or have you heard a girl say, "When we broke up, I cried for weeks"?

Write a statement about each of the following subjects in which you exaggerate to make a point. The subject areas are broad. You may wish to narrow them down in making your statements.

Example: His heart warmed the entire world.

1. weather
2. hunger
3. a basketball game

4. an injury
5. an empty house
6. the United States
7. an animal
8. a color
9. the size or weight of something
10. a crowded train

This kind of exaggeration is a literary device called hyperbole[hi PUR buh lee]. It is used in both poetry and prose. Of course, these statements should not be taken literally; they are "larger than life" in order to make a point. Sometimes hyperbole is used along with a simile or metaphor to make a comparison. Example: He is as friendly as a candidate for office.

I. Apparent Contradiction

Here are some expressions which, at first glance, do not seem to make sense. However, if you think about them, you can imagine situations which explain them very well.

Example: sad laughter--laughing to be polite while being unhappy about something.

Can you explain the following seemingly contradictory expressions? Does your explanation make sense to you?

1. warmly cold
2. screaming silence
3. slow hurrier
4. dark sunshine
5. calm terror
6. chilling warmth

Now make up ten phrases containing apparent contradictions. If possible, exchange lists with a classmate. Try to explain each other's list.

J. Sight

This exercise deals with your sense of sight. When a writer describes something, he must recreate a scene for the reader. Being as concrete as possible, he must describe all of those things which make the scene alive and real.

All around you are many scenes to describe. What you need to do is paint a picture with words. A description does not come alive unless you give details so that the reader can SEE the picture you have "painted." Here's a chance to use what you have learned about figures of speech.

Think of a phrase or sentence about each object. Then describe all the details you can, so that your reader will see the object in the same way you did.

Example: automobile--a lemon yellow sports car with sun-struck chrome that burns the eyes

1. fence
2. building
3. traffic light
4. motorcycle
5. tree
6, book
7. face
8. room
9. park
10. bus

K. Try your hand now at writing a complete paragraph or poem describing a scene or event. Include only those details which the reader can SEE in his mind. The topics listed below are suggestions.

1. the school playground
2. a basketball game
3. a vacant lot
4. a city street
5. a spring day
6. a river
7. a sunset
8. a bridge
9. a parade
10. an empty building

K. Hearing

Most of us are dependent on our sense of sight. Our other senses, including hearing, are often not as developed as they could be. Yet a writer can bring originality and freshness to his writing by appealing to other senses besides sight. Be prepared to listen better so that you can write about the way things sound.

Write a word, phrase or sentence for each of the following. Make your reader HEAR the sound in his mind.
Example: a chair
The chair scraped and scratched its way across the floor.

1. a table
2. a movie theatre(before the movie begins)
3. a television western scene
4. school dismissal
5. a fire truck
6. dogs barking
7. rain
8. a traffic jam
9. someone preparing dinner
10. a guitar playing

A rather specialized way to put sound in writing is to use words that imitate or suggest certaim sounds. Words which sound like their meaning are onomatopoetic[ah nuh ma tuh po ET ik].
Example: The bee buzzed as the bubble burst
Onomatopoeia[ah nuh ma tuh PEE yuh] often perks up writing and makes it come alive for the reader.

Try writing an entire paragraph or poem describing the sounds that might be heard in a particular scene. The following list contains suggestions. Remember--sounds only.

1. the school cafeteria
2. a city street in a foreign country
3. an airplane ride
4. a train crash
5. a walk in the park'
6. a moonless night in a haunted house
7. a rock'n roll concert
8. a dripping sink

9. a crowded store
10. a fire

L. Touch

This exercise is similar to the ones on sight and sound. Describe the following items by using only those qualities which the reader could FEEL by touching the object. Use any literary device that will make the reader feel as if he is actually touching the object.

Write a phrase or a sentence to describe the way the following items feel when you touch them.

1. concrete
2. a snake
3. a polished wood table
4. a tree trunk
5. a melted candle
6. an old pair of dungarees
7. a glass
8. custard
9. finger paint
10. an ice cube

Now write a paragraph or poem describing an object or scene which appeals to the reader's sense of touch. Use phrases that will make the reader feel as if he is able to reach out and touch the item described. Select items that have a distinct texture and/or shape.

Below are some additional suggestions, but you may choose items from the previous list.

1. styrofoam
2. your desk at school
3. dust
4. a pen or pencil
5. a bottle
6. sand
7. a piece of metal
8. an item of clothing

M. Taste

Taste and smell are closely related. A creative description of how something tastes will make the reader's mouth water.

For each of the following items, write a phrase which describes how the item tastes.

1. a hot dog
2. an ice cream cone
3. a lemon
4. potato chips
5. spinach
6. pizza
7. gum
8. ketchup
9. french fried potatoes

10. chocolate

A good way to tell how well you have done is to read someone only your description of each of the above items. Do not mention the item. Can that person tell what you have described?

As a further exercise, try your hand at writing a restaurant menu. Include at least ten foods.. Try to appeal to your potential "customer's" sense of taste.

Now write a paragraph or poem describing the taste of a particular food. Use comparisions, both implied and expressed. You can describe what you ate yesterday, your favorite food, your least favorite food, or anything else, as long as it appeals only to the reader's sense of taste.

N. Smell

You use your sense of smell every day to identify items by their odors, both good and bad. A good writer can make his descriptions come alive by appealing to his readers sense of smell.

Write a phrase or sentence for each of the following describing how each object smells. Use the literary devices you have learned to stimulate the reader's sense of smell.

1. mustard
2. a bakery
3. freshly cut grass
4. paint
5. tar
6. a gas station
7. a new car
8. wet wool
9. a fish market
10. a hospital

Write a paragraph or poem describing a scene or situation that appeals only to the reader's sense of smell. Try to capture the distinctive odor of the scene you choose to describe. Use comparisons. The following list contains some suggestions.

1. a room in your school
2. a pizzeria
3. your neighborhood
4. a lunch counter
5. a zoo
6. a movie theater
7. a crowded train
8. a doctor's office
9. a bakery
10. a florist

O. Getting It Together

Write a paragraph or two creating a scene. Appeal to ALL of the reader's senses--sight, sound, touch, taste, and smell--in your description. Make sure you include each sense at least once. Your reader should feel as though he's right in your setting, as he reads what you have written.

Some suggested topics follow.

1. a supermarket'
2. a day at the beach or pool
3. an accident
4. eating at a restaurant
5. a day in the mountains
6. a school dance or game
7. a wedding
8. a movie theater
9. visiting a museum
10. a riot

P. 3 Day Activity - "Cleo Awards"

INTRODUCTION TO TELEVISION SEGMENT

PREPARATION: Visit a local television studio and obtain about 30 or 40 commercials (Channel 30 has been helpful in the past.) Splice the commercials and place them on a large reel.

1st Day - Discuss the T.V. commercial (i.e. the difference between an entertaining commercial and an effective commercial.) Talk about the CLEO awards (compare them with the TONY, EMMY & GRAMMY awards.) Have the class come up with as many categories as possible for judging a commercial (i.e. best commercial, most entertaining, best photography, best animation, etc.)

2nd Day - Show the commercials twice if you have time. The students should be thinking about the various categories the second time around. Recommend that they take notes so that they will be able to defend their choices.

3rd Day - Discuss the criteria for each category, take nominations. Let the class discuss the pros and cons, and then hold the balloting.

V. LITERARY UNDERSTANDING AND APPRECIATION

A. Suggested Classroom Activities

1. For near-end-of-year Shakespeare Class:
Many famous passages and sonnets have been made familiar to the students through careful reading. discussion, and memorization. Each class member chooses one or two of his favorite passages and practices reading them(at home) very carefully. Then, in class, each student reads his selection(s) into a cassette microphone and - Voila! we have our own selection of Shakespeare's "best"!

They enjoy listening to themselves and thus, the bard becomes ever more familiar and appreciated. (hopefully)

2. As an alternative to an outside reading assignment of an additional play, students are allowed to make a Shakespeare collage. Colorful pictures of lovers, ships, pastoral scenes etc. With appropriate quotations give a picturesque and appropriate decoration to the room and attract the attention of many who might otherwise have little interest in W.S.

B. Haiku

The following exercise was used to teach the form of haiku and involve actively the students in reading and writing poetry. Everyone seemed to enjoy it. There were no right or wrong answers - just lots of creative thoughts.

Write several haiku on a transparency and project them a line at a time (cover the transparency with a paper and move it downwards.) After profecting one line, ask the students to write down what they think will follow. Then have students share their ideas. Many interesting possibilities occur, and students become anxious to read on to see what the poet has written. When several poems have been presented in this manner, students will have a solid understanding of haiku and are excited to begin writing some of their own.

Possibilities for discussion during this activity are almost unlimited. The syntax of the suspended sentence, rhyme, meter, contrast, climax and the significance of punctuation are all topics worthy of consideration.

C.

I conducted a unit in folklore which was interesting and successful. One of the activities in the unit was organized as follow.:

Each student(or small groups of students) was assighed a certain amount of field work. They were to collect original examples of different kinds of folklore.

a. folk lore
b. children's lore - games & charts
c. folk dances - (including rock)
d. superstitions
e. cures
etc.

Each example was to be presented as an anthropologist might prepare his work - Tapes, diagrams, names of contributors, area, time, etc.

All field work was presented to the class for analysis and discussion.

VI. CREATIVITY

A. Class Activity

Use of television in conjunction with a humor unit. As a final project in the study of different types of humor found in our media today, the students created, produced and evaluated their own comedy skits. Some sample skits were presented to them as a starter, but the overwhelming percentage of students created their own original situations and dialogue.

B. Developing Concentration and Imagination through Improvisation

Time: 4 minutes

Class Warm-up: "Simon Says"

Objective: Staying in character. To develop and sustain concentration on stage in order to focus the audience's attention on what the actor feels is important in the action. This assumes the double role of character and actor.

Method for Concentration:

A. Develop interest in your character.
B, Concentrate on his desires, his purpose, and how he wants to influence other characters.
C. Don't think about how the character would act, think as the character, act as the character. Example: Instead of saying to yourself, "I must be excited and curious because my brother is coming home", you should think as if you were the character: "How wonderful! Bill is coming home, after all these years. He's coming! Will he have changed? Will he know me?" You must develop a thought pattern.
D. When you are not acting, be listening. Don't lapse into private speculations or over-planning of what you are going to say or do.

Assignment:

A. With a classmate you are to improvise a scene based upon three unrelated words (Ex. Tooth, Horse, Earring: Rug, Zebra, Rosebush). Do not learn definite lines or movements. Keep within the boundaries of the situation and character.
The scene must have Action, conflict, and dialogue.
B. Each person must decide what part he will take, what purpose he will try to achieve, and provide a skeleton of the action you will do based on the unrelated words.

To create a feeling of responsibility I required the following assignments. The phases to which these tasks are assigned are arbitrary.

A. As a phased group, persons were responsible for coordinating a weekly decoration of the room; the decorations should deal with some aspect of the course.
B. As a phased group, persons were responsible for the coordination of a biweekly class activity concerning our study.
C. As a phased group, persons were responsible for the presentation of projects pertaining to an interesting sideline of our study.
D. To give a group - identity to a class at the beginning of a course, or at times when the persons in the class seem to become alienated one from the other, use some obvious and physical activity that centers on the purpose of the course.

An instance when this type of activity was beneficial was in a British Literature class. Initially, to give everyone a common base of knowledge, each produced a map drawing of Great Britain. This exercise identified for each student the area from which the material of the course would come, but this is still a very individual experience. Next we made a facsimile of England's national flag in class. The class came together with the necessary materials: sheet, paints, brushes, drop cloth, etc. The interaction that occurred during the production of our classroom flag created a sense of affinity among the members.

E. As a climactic experience to the study of a unit on advertising try to organize a class campaign and then sell a product to the entire school.

Last year I borrowed an idea from an article published in the English Journal that was one hundred percent effective.

After the class had studied various ideas concerning advertising and had created and presented its individual ads for unique or imaginary products, for example, a can of outgoing personality, a box of joys, etc., it embarked on a full scale advertising campaign.

For eight school days the class advertised throughout the building for the product "Blugoo." Then on the last day of the campaign we sold red jello for a penny a serving. Our result was that over seventy five percent of the school population spent one cent to find out what "Blugoo" was.
Also, the resulting unity and pride within the class sustained us for the rest of the year.

VII. Teacher Inservice

A. Bibliography of practical texts

Simon, Howe, and Kirshenbaum, ed., Values Clarification - A Handbook of Practical Strategies For Teachers and Students. (New York: Hart Publishing Co., Inc.), 1972.*

Gunther, B., Sense Relaxation Below Your Mind. (New York: Collier Books), 1968.

Dodd, A.W., Write Now! Insights Into Creative Writing. (New York: Learning Trends, a Division of Globe Book Co., Inc.), 1973.

Buechhold, H.F., The Craative Classroom: Teaching Without Textbooks. (New York: Charles Scribner's Sons), 1971.*

Littell, J.F., ed., The Language of Man. 7 vols.(Evanston: M'Dougal Littell Co.), 1971. *

* These texts have many excellent and very practical exercises that are easily adaptable to most situations and levels.

Lower Intermediate

III. Language

NOUN MORPHEMES

A word containing one morpheme has only one basic unit of meaning.

Example: boy may be defined as a male child

The word boy s contains in addition to the original morpheme meaning boy, another morpheme, represented by the s which indicates more than one. This addtional morpheme is called a plural. Added to the original word boy, it forms the word boys which now contains two morphemes. The original meaning and the concept of more than one or plural.

Similarly boy 's contains the morpheme boy + the additional meaning of possession indicated by apostrophe s which shows that the boy has something.

---therefore boy's also contains two morphemes - boy + possessive

Both plural and possessive may be uses simultaneously to form boys' (three morphemes).

These are the only two morphemes which can be added to nouns and still retain the classification of noun for that word.

Further examples:

cat - one morpheme
cats - two morphemes - cat + plural
cat's - two morphemes - cat + possessive
cats' - three morphemes - cat + plural + possessive

man - one morpheme
men - two morphemes - man + plural
man's - two morphemes - man + possessive
men's - three morphemes - man + plural + possessive

To extend the use of morphemes to other word classes -

Nouns can be made from verbs by adding the sound /ər/, a morpheme that means "one who."

work + /ər/ worker - two morphemes = one who works'

teach + /ər/ teacher - two morphemes = one who teaches

educate + /ər/ educator - two morphemes = one who educates

Adjectives with the addition of the morpheme sound /ɜr/ have the meaning of comparison.

short + /ɜr/ shorter - two morphemes = more than short

red + /ər/ redder - two morphemes = more than red

tiny + /ɜr/ tinier - two morphemes = more than tiny

(Not all /ər/ sounds at the end of words indicate another morpheme -- example: finger, doctor.)

Tell the number of morphemes in the following words.
Write 1) if there is only one morpheme
2) if meaning is one who does
3) if the meaning is more than
4) if the meaning is plural
5) if the meaning is possessive

Some words might combine a combination of morphemes. Fill in necessary numerals to explain the morphemes.

babies
collector
dirtier
speaker's

alligator
actor's
larger
ladies

cucumbers
hitters
pepper
trainers'

Lower Activities

III. Language

DETERMINERS

The teacher must be sure to explain the function of the determiners. The children should be made to understand that it always followed by a noun or signals that a noun is coming.

Articles: the, a, an, some, Ø (null)
Demonstratives: this, that, these, those
Numbers: one, two, three, etc.
Quantifiers: several, many, much, a few, etc.
Possessives: my, your, his, her, its, our, their

Kinds of determiners

Find and circle the determiners in this paragraph.

On September 12, four boys were playing in their yard. A dog belonging to one boy kept running off into the woods. Ordinarily he turned back when Simon, his master, whistled. But this time the dog did not return.

As the boys searched for the pet, they discovered a small hole in the ground beside a shrub. That dog must have crawled into this hole, the boys thought. Some boys dug at the hole for several minutes. They made the hole larger until they found an entrance to an enormous cave. They tookØlanterns and went down into the cave. They found their dog, who was happily wagging his tail. They were amazed to seeØcave walls withØ paintings of Øhorses, Øhunters, and strange hornedØanimals.

These paintings were done byØprehistoric man ten thousand years ago. You may read more of the discovery of these boys and this cave, and several other cave discoveries, in a book entitled, THE CAVES OF THE GREAT HUNTERS by Hans Bauman.

How many determiners, including the null article, did you find?

Place each determiner you find under the correct classification of determiner in the columns below. If a determiner appears more than once, include it in the list only one time.

Articles	Demonstratives	Numbers	Quantifiers	Possessives

Children follow this exercise with examples of determiners in their own stories ---- further extending understanding and usage.

Lower Intermediate

III. Language

KERNEL SENTENCE Definition: The simplest form of a sentence--contains subject and predicate which is only a noun phrase + verb. Example: John runs.

Expanding kernel sentences.

Have the children expand the kernel sentences in the following paragraph. Expanded kernel sentences may be connected with conjunctions for greater interest.

Once upon a time...girl worked. Bear appeared. Bear smiled. Girl ran. Winter came. Friends shared. Spring approached. Bees worked. Girl listened. Girl questioned. Friends ate. Story ends.

(As pupils finish stories, allow several to read them aloud. Point out ways that details were added while still preserving the kernel sentences. Help them see how a word, or a group of words, adds meaning.)

Directions to children: Look back over your story. Does each sentence start with a capital letter? Does each sentence end with an appropriate punctuation mark? Can you find the original kernel sentences in your expanded sentences?

Find the kernel sentences in the following paragraph. Underline them. There may be more than one subject and predicate in each sentence.

My mother says that my room is the messiest in the house. She is right but I like it that way. It may look disorganized but actually I know where everything is. I can find anything quickly. You see, I am always in a hurry. When one of my friends asks me to play ball after school, I dash to my room. I quickly tear off my school clothes. I throw them on my chair. I will remember that the next morning when I need them. My dungarees are hanging on the doorknob of my closet. I see them clearly.

My hand grabs them from their convenient spot and I jump into them. My glove is under the bed. I knew that. The bat is leaning against the wall. I easily snatch them both. I start out of the room. Oops! I forgot my cap. My eyes dart skillfully around the room. There it is! The lump under my bedspread is a successful guess. I hurry outside. I made it. They are just choosing sides.

Lower Intermediate

III. Language

A Scrambled Word Unit

Scrambled word units (mixed up sentences) can be used to teach children syntax, i.e., placing words in correct order to show proper relation to each other. Clues such as placing determiners with their nouns, placing adjectives with the appropriate noun, adverbs with verbs, prepositions with their noun objects, etc. can be very helpful in showing children the importance of word order in sentences. On higher levels, the matter of effectiveness of sentences (one wording as compared with another) can be explored.

The scrambled sentences in this sample unit begin on a very simple level for younger or slower youngsters and reach a fair degree of complexity in the last paragraph.

In the first section designed for earlier levels, all words of one class; i.e., all nouns, are placed together in the scrambled version to aid the children in considering possible combination.

1. The ball was under the couch.
   couch ball under the the was

2. Mother told us to come in.
   us mother told come in to

3. What day is today? ----can beuused to illustrate the difference between
   day today what is a statement and a question

4. Find me a book on skindiving --- illustrates a sentence with the subject,
   skindiving me book a on find you, "understood."

5. I sure wish it would snow.
   snow it I would wish sure

Longer Sentences

1. If it rains the picnic ought to be cancelled.
   picnic rains cancelled if the to ought be it

2. W.C. Fields was a famous character who often appeared in old movies.
   old often was movies famous who a W.C. Fields in character appeared

3.

3. Michael, my brother, was elected captain of the baseball team last week.
elected team week my Michael of last baseball brother was captain the

4. It was a very long time before I was able to sit up after my accident.
before up it accident very able to was I after long sit my time a was

5. When a long, thin snake crawled slowly from his hiding place, my sister let loose a piercing shriek that almost broke my poor eardrums.
a place poor hiding long piercing loose slowly broke thin when crawled sister my eardrums snake a from shriek let my that his almost

Simple Paragraph - In this paragraph the punctuation is included in the scrambled version.

One day last week I found a quarter. It was on the sidewalk right in front of my foot. What luck! I picked it up and immediately walked into the nearest store. I bought a box of cough drops and a Snickers bar. (Money certainly doesn't go very far these days.) I was broke again, but wellffed.

week quarter day I one found a last. right was front it on in foot my the sidewalk of. luck what! I picked it up and immediately store picked and nearest. bar bought cough I and box Snickers a drops of. (very money days go certainly far doesn't these.) well was again I broke fed but.

More Complex Paragraph -- In the scrambled version of this paragraph, the sentences are kept together, but the punctuation is omitted. The student must not only determine word order, but decide where each sentence is to end. This greatly increases the difficulty of the exercise.

In addition to working alone sometimes, people are bound to spend some of their leisure time away from others. Generally we read by ourselves, daydream, maybe go for solitary walks, or turn on television after everybody has left. Each one of us is given his own individual and unique life to lead so that inevitably at least part of the time we must find ourselves alone with that life for better or worse. The resourceful person will fill solitude with meaning. He will seek out solitude sometimes in order to hear and understand himself better.

bound alone their addition spend away to leisure sometimes from in are time others some working of people to daydream solitary turn left maybe everybody go television for walks ourselves generally or by read on we after has unique that time better lead one own individual part least must ourselves with that inevitably each we life or must worse find alone for of life to given is so at of us his and solitude resourceful meaning person the with fill will hear solitude understand will order seek himself sometimes and in he out to better.

Lower Intermediate

III. Language

Directions and suggestions for alliteration or "tongue twister" unit

There are virtually dozens of possibilities for using a unit on alliteration or "tongue twisters" as they are called by younger children. The choices are really narrowed only by the teacher's imagination.

LITERATURE In a literature or a poetry unit alliteration can be used to teach the function of sound (perhaps onomatopoeia) in writing. Alliteration has a very definite aural impact which students should learn to hear.

GRAMMAR Parts of speech can be reviewed or taught by writing an alliterative sentence with some words omitted. For example:

Tim____1____ two____2____ trees together to trap a ten-foot
____3____ to____4____ his little sister.

Students could then be asked to supply (words all starting with "t") a past tense verb to put in blank #1, an adjective for blank #2, a singular noun for blank #3, and another verb for blank #4. Their proper word choices will insure that the sentence will have at least a grammatical meaning, and provide some fun with language for a lot of students. In some cases you might wish to show them the uncompleted sentence first; in other cases it might be more fun to keep the sentence hidden until they have given you the words, as is done in "Mad Libs", the commercially available game by Roger Price. Used in this way, the exerdise is also a good vocabulary builder.

A variation of this would allow students to use dictionaries of thesauri in completing blanks in a very difficult sentence or making up their own sentences.

COMPOSITION In this area students could beerequested to write a paragraph which used at least __?__ number of four-or-more word alliterations, or perhaps a contest could be held to determine who can use the most alliteration in his/her paragraph. In either case the exercise will strengthen vocabulary and consciousness of style in writing.

Following are examples of alliterative sentences for every letter of the alphabet except "x" to be used as you see fit.

Alex always allowed Alice to act in accordance with Aunt Alicia's adamant attitudes.

Ben bought beautiful blue basketballs because they balanced the bright brown beams below the gym balcony.

Carolyn carefully counted clucking chickens to calculate the continuous cackles called.

That devious devil Donald decided to deceive Debbie by deliberately delivering delicate daisies dipped in pepper dust.

Every good effort should evoke effective encouragement from everyone.

Fat Frank fried forty-four fruit filled flapjacks and fixed four frankfurters for his fourth food fling of the forenoon.

Georgette's grandmother generously gave us a giant geranium to glamorize our grubby, grungy gameroom.

Harold hired Harry to help hoist his heavy hybrid hay harvest.

Imperialist Italian infantrymen inexcusably invaded innocent India, immediately investing Israel with immense, indisputable international importance for their invaluable incapacitating intervention.

Jittery Joe jolted Jimmy's jaw for the jolly jostle jubilantly joked by that jug-headed, juvenile jerk.

Ken's kindergarten kid kicked Karen's knee, then kindly kissed this king-sized kin with a knowing nod.

Lou lamentably lacked a long, large lance with which to liberate his lovely lady from a lamentable life of lengthy labors.

Mechanical models of metal mules are masterfully manufactured by my millionaire mother, Mildred, who makes much money by managing the merchandising of these metallic marvels.

No one noticed Nancy's nice, new necklace until nuisance Norbert nervously navigated near to neatly nudge her noteworthy neck.

Perky Priscilla perfunctorily purchased a pink and purple pedigreed penguin which perched prominently on her pretty, plywood piano, providing passersby with a particularly peculiar pageant.

"The quarterback's quick but pleasant quote quashed the quarrelsome questions," Quincy quietly quipped.

Ragged radio reception required the relocation of the railroad roadbed to the rustic region rightly reserved for the restful rehabilitation of ravaged racoons and other rodents.

Some sunny Sunda , certain selfish souls search for silly signs saying "school is scandalous an must suddenly cease and stop."

Sam shaved sixteen sailors for sixty cents by stingily saving the soap suds, and sharpening his safety razor secretly before each separate sitting.

Tremendous traffic tie-ups tempt tension-twisted tourists to try to thread twisting turns through turnpike traffic to the turnoffs, trading tempted temper tantrums for the tranquility of tolerable travel.

Unless other undersecretaries unanimously underscore the undertone of this urgent unification, unfaithful unurpers may undertake to undo our understanding with undeveloped urban areas.

Very vacant vaults are void of value for vicious and vengeful vandals who vigorously victimize and violate the more vulnerable villas and villages.

Weary wayfarers, wearing white, withered whiskers and wet woolens wandered in, wishing wages, work of welfare.

Young yews yield yellow blossoms for year-round enjoyment.

The Zurich zoos had zebra zones for zestful tourists and zoologists to "zee."

P.S. Please don't read the entire list to your kids. Other teachers may, in later years, wish to use one of these sentences also, only to find that they have all been predisclosed.

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III. Language

Aids to Writing - General and Specific Words

It is necessary to explain to the children that although "general" words are useful, it is the precise word, the "specific" word that makes meanings unmistakable and adds variety to the ways ideas can be expressed.

The word go is generic (general) because it gives the broad meaning of any kind of moving from one place to another. If, however, you wanted to say, "The boy hurt his leg and went home, " you might find the use of the word "limped" to be a more exact meaning for what you wanted to say. The sequence, "The boy hurt his leg and limped home," would show the boy's particular manner of going and would be a more exact description. Then the simple stating of the fact that he "went".

The teacher might ask for other words that specify the action of going.

Examples: A boat goes across the water----but what other particular word describes the moving of a boat? sails

A bird goes by----but a bird specifically -flies by.

Tell the children that the content of the following sentences should influence the choice of a specific word for "go". You may offer a list of suggested words to help them if you think it is necessary.

1. An old man goes slowly up the hill. trudges
2. Suddenly, the submarine goes below the waves. sinks
3. Traffic on the expressway goes for miles. stretches
4. The fog, like a cat, goes over the city. crept
5. We go through the puddle like frogs. leap
6. A tugboat goes out of the harbor. chugs
7. A brown chipmunk goes through the bushes. darted
8. The boys went across the frozen lake. slid
9. An elderly patient went across the room. shuffled
10. The lion goes to and fro in his cage. paced.

With the children working in pairs, have them write an adventure story, using as many specific words for the word "go" as possible. Point out that the subject of the sentence and their knowledge of that sentence will determine the specific word they will want to choose. For instance, the sentence, "The puppy walks across the room" could be further influenced by the addition of "The fat little puppy, " who would perhaps, more descriptively, "waddle across the floor." "The soldier marched across the field," would take on a different meaning if the subject, the soldier, should become the wounded soldier. Perhaps then it would be more appropriate to say "The wounded soldier staggered across the field."

Similar activities might be used for other generic words, especially when the need for better variety is seen in the children's writing. Some of these words might be:

go
make
say
thing
get
happy
sad
good
bad

Lower Intermediate

III. Listening

LISTENING SKILLS

Much learning is accomplished through listening. Oral signals have become even more important in our modern era with the advent of various recording devices: radio, telephone, television, phonograph records, tapes, dictaphones and even jet travel that permits frequent face to face conferences.

become even more important in our modern era

As listening efficiency improves, the amount of time spent in repetition decreases. More important, it is pleasant and profitable to get the message the first time. Therefore, it is necessary that the children be assisted in the development and improvement of good listening habits.

It is important to establish a clear purpose for listening. Listening, too, should be pleasureable. A wide range of activities should be offered.

1. Have the children close their eyes in the classroom and sit quietly. After a short time, ask them to identify the sounds they heard.
2. Take the children outside. Let them be seated, again with eyes closed. Ask them to listen for sounds of nature...(bees, birds, leaves) versus sounds of civilization...(airplanes, chainsaws , cars). Let them identify the sounds.
3. Read briefly to the children from an exciting book.

It is wise not to require long periods of listening from the children without encouraging some involvement from them. Stop and ask for an explanation of a difficult passage, from time to time. A question about the reasons for someone's behavior in the story might be another way of insuring that everyone understands what is going on.

explanation

4. Dictate sentences using spelling words. Tell the children that you will read the sentence through once completely. They are to listen carefully. Then they may begin to write the sentence as you repeat it clearly in phrases. When enough time has been

given for the writing of one phrase, go on to another, until the sentence is completed. Then reread the sentence through again and let the children check their writing. Do not repeat the words again for anyone who did not get them. Require listening attention.

5. Have the children choose poems and a record of music that interprets the mood of the poem. Let them read it to the class with their accompaniment. Do the children agree that the music was a good choice?
6. To help the children identify the main idea in an oral presentation read them some short poems. Encourage them to suggest titles. Ask the children to support their choices. Finally, reveal the real title and compare it with the one they chose.
7. Let the children guess original riddles about something in the classroom. Invite listeners to identify the bits of information that helped to solve them.
8. Read a newspaper article to the class. Have the listeners suggest headlines which will bring out the main idea.
9. Read a short speech. Let the children take notes and then express the main idea in a sentence or two.
10. Read a set of rules on classroom behavior. Which rule is irrelevant?
11. Aid the children to differentiate between fact and opinion. Divide the class into two teams. One team is the "fact"team. The other is the "opinion" team. The "fact" team states a fact. The other team must present an opinion related to that fact. After a while, the team roles are reversed.
12. Choose two speakers for a debate for one of these topics;

    Resolve: -A Dollar a Week is a Sufficient Allowance

    -Homework Should Be Assigned on Weekends

-Expansion of Business on Route 44 Should Be Stopped

Have children score points under fact or fiction for each speaker.

13. Read a short selection to the class. They may be one of the following selections:

- "Rufus M" by Eleanor Estes, (an excerpt) in The Family of Children's Stories
- "A Rootabaga Story...The Huckabuck Family and How They Raised Popcorn in Nebraska and Quit and Came Back" by Carl Sandburg
- "The Miller, His Son, And the Ass" by Aesop

Let the children summarize the story in the correct sequence

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Name______________________________ Date______________________________

____they were afraid of heights.

____they made their living from the sea.

5. Beebe and Barton were able to explore a half mile below the surfave of the sea because

____they wore aqualungs

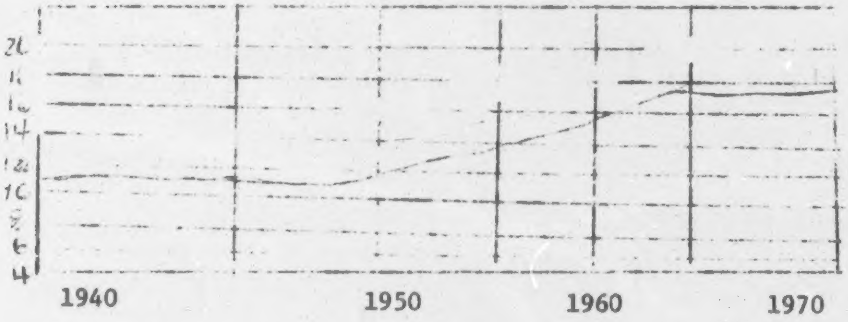
____they traveled in a bathysphere

____they traveled in a submarine. (5 points)

C. Stddy Bkills

1. Study this graph and answer the questions below it.

RICE PRODUCTION IN JAPAN, 1940-1970
(in million metric tons)



1. Generally speaking , is Japanese production of rice increasing or decreasing?

____

2. How many million metric tons of rice were produced in 1960?____________

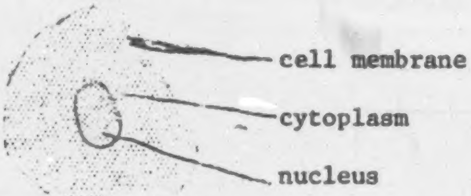
3. How many million metric tons of rice were produced in 1955?____________

4. How many million metric tons of rice were produced in 1940?____________

5. How many years are indicated on the chart?____________

2. Study this diagram and answer the questions below it.

A CELL



1. What is this a diagram of?______________________________

2. How many parts of the cell are labeled?____________________

3. What is theecenter called?______________________________

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4. What is the outside called? ______________________________

5. What is the part between the nucleus and the cell membrane called?

______________________ (5 points)

D. Composition

1. Place the correct punctuation and capitalization wherever it is necessary.

a. no i simply cant wait called john my brothers friend

____

B. my train will arrive in los angeles california at 710 pm

____

(10 points)

2. In a letter to the chief scientist at the Marine Laboratory and the Fish and Wildlife Service, explain why you would like to visit the recently captured whale.

C - Commendable
S - Satisfactory
N - Needs Improvement

IV. Study Skills

1. Using the Dictionary

The children must be made to feel comfortable using the dictionary. A variety of activities is helpful in this pursuit.

Alphabetical Listing

* Have tables or rows of children arrange themselves alphabitically by using first names, then last names. (This is particularly good at the beginning of the year to help the children get to know one another.)

* Let two teams of children list twenty-five nouns in the room alphabetically. The first team finished is the winner.

* Again, with children in groups, have them write sentences containing words that are in alphabetical order. You might set a minimum of five words for each sentence.

example: A goat kicked some tiger.
He is lazy many months this year.
Abe acts better each day for good ladies.
Carl defends every friend he is with.
Famous people quote some valuable writings.
My niece obeys other students who yell.

---

2. Guide Words

* Put a pair of guide words on the board. So that the exercise will not be too difficult, they need not be authentic. Have the children suggest words which would be included on that page.

* Let the children work together in small groups, each with their own set of guide words. See which group can list the largest amount of words to be found on this fictitious page in a limited amount of time. The difficulty of the guide words given han be determined by the ability of the children. When time is up, have the groups exchange lists and score them. Subtract one point for each incorrect answer. Two points for each correct

one.

* Now, with as many dictionaries as are available for each team, place a stack of word cards face down on a table where each group of teams is located. Alternate members of each team to turn the top card over, read and announce the word and show the card to everyone. Who can find it first? Credit the team one point for the first successful find. Encourage the children to use their knowledge of the thirds of a dictionary as well as guide words. A runeff between the two leading teams might be enjoyable.

Multiple Meaning of Words

Discuss with children that words may have more than one meaning. Ask them to give you sentences showing different meanings for each word.

examples: clean
dress
light
run
watch

Let them see that along with the change of meaning there may also be a shift in the word class. A noun definition in one sentence may become a verb definition in another, a change in meaning may make a word that is at one time used as a noun an adjective in another sentence and so on...depending on its function in the sentence.

Have them check their dictionaries for the notations of words classes next to each definition: noun - n, adj., verb - v, or sometines vb. For each of the words below, let the children write two sentences. Let them also tell whether they used the words as an adjective, noun, or verb.

Word Class Sentence

grade

test

head

cold

cross

Syllables

Help the children notice that all dictionary entry words of more than one syllable are broken into syllables. Point out the need for breaking words correctly at the end of a line. Urge them to use a dictionary to check the syllabication of questionable or difficult words.

Dictionary Respellings (Phonetic spelling)

Next to every entry word in the dictionary, in parentheses, you can find out how to pronounce the word. The marks above the vowels tell you how to sound each vowel according to the key for that dictionary. An accent mark tells you which part of the word to stress. Use an overhead projector to show a dictionary page which has the key. Discuss it with the class.

Using that projection or a large poster with the key have the children write the respelling and primary accent for the following words:

example: congratulation kən grach u̇ lā shən

1. probably
2. recognize
3. surprise
4. persist
5. suite

* The previous activity may be followed with sentences either to be decoded from phonetics to conventional spelling or sentences to be encoded into phonetics. This may be done between pairs of students.

Idioms

A dictionary is very important for finding the meanings of words. Often, however, a group of words has a special meaning quite different from that given by an examination of the individual words. Such word groups are called idioms. You may find the definition of these idioms in a dictionary under [illegible] under the most important word of the phrase.

* Without using an idiom, rewrite each of the following statements.

1. My mother is usually easy gong but sometimes she puts her foot down.
2. We ran out of paint before we finished.
3. Drop me a line when you have the time.
4. If he misbehaves, he will have to face the music.
5. Just because he is a good batter he doesn't have to have a swelled head.

* The children may want to find and bring to class examples of other idioms for the class to work on.

IV: Creativity

VARIOUS CLASSROOM ACTIVITIES

The implementation, in some form, of the following listed activities may aid in supplementing and reinforcing the Language Arts program.

GROUP DISCUSSIONS: At the primary-grade level, group discussions will often need to be sparked with well-prepared teacher questions. As children develop skill in discussing problems, there should be more emphasis on responsible pupil leadership.

Great importance should be placed upon listening skills, as it is in the early grades that the habit of listening with interest to the opinions of classmates can most easily be developed.

BUZZ SESSIONS: Occasionally during a group discussion it may be advisable to have children organize into several small discussion groups. Here, even the shy child will participate and there is more opportunity to express an opinion.

STORIES: Original stories may be triggered by ideas developed in nearly any class. Stories can often be written in groups with good success and lots of enjoyment. The stories are passed around on separate sheets of paper. Each child adds one or two sentences to the story he has received, continuing the particular plot line which he has been given. Each separate story, of course, has a different plot.

POEMS: The writing of poetry encourages children to present their personal observations in concise and colorful ways. It must be remembered, of course, that simply asking a child to write a poem, without teaching him how to do it can sometimes do more harm than good. If the child is confused about how to go about his task, it will become distasteful. Poetry writing is spoiled for many children because they don't know how to go about it.

It is probably a good idea to have the development of a specific poetry skill in mind when beginning a unit. Rhythm, rhyme and precise word choice are probably the most commonly dealt with poetry skills up through grade 7. Perhaps some suggestions as to how each of these might be presented could be helpful.

Probably the most obvious ways to acquaint children with RHYTHM are (1) A discussion of where accents would fall in the reading of a sentence. (2) The reading of poems with definite rhythm patterns. (3) The use of limericks.

Taking a sentence like, "The boy became a singer" we can ask the children which words seem to be accented. To check their choices, the sentence can be read with several different words or syllables taking the accent. The correct ones, i.e. the BOY be came a SING er should be obvious to most children. Then try a sentence with a different and more difficult rhyhm pattern, "Whenever the moon sprinkles silver-white beams on the house below...", to give the students more practice at recognizing accents.

Reading some highly accented or rhythmical poetry and asking the children which words are accented can be one more step toward their understanding of rhythm. (Rhyme could also be discussed with this particular poem.)

The sun was shining on the sea,
Shining with all his might;'
He did his very best to make
The billows smooth and bright-
And this was odd, because it was
The middle of the night.

The moon wrs shining sulkily,
Because she thought the sun
Had no business to be there
After the day was done-
"It's very rude of him," she said,
"To come and spoil the fun!"
from Through the Looking-glass

Introducing the form of the limerick can teach both rhythm and rhyme in a fun way, as the poems depend heavily on both of these techniques. Perhaps a good start would be to let the children complete the last lines for some limericks which you give them. They can work up to completing 2 lines and eventually they will be able to write the entire poem without any assistance. (hopefully)

There was an old miser named Clarence,
Who simonized both of his parents.
"The initial expense,"
He remarked, "is immense,
But I'll save it on wearance and tearance."

A bugler named Dougal MacDougal
Found ingenious ways to be frugal
He learned how to sneeze
In various keys,
Thus saving the price of a bugle.

both poems by Ogden Nash

Exercises on precise word choices need not be approached necessarily through poetry. Another exercise supplied with this kit is a good approach to teaching the value of carefully selecting words. One further aid to teaching the specific selection of words is to concentrate on the 5 senses, one at a time, in doing specific descriptions. The "focusing down" seems to help children pinpoint their reactions, and thus be more specific about them. Choose an object of a place which lends itself to description through all or most of the 5 senses - a waterfall, a building site for new homes, a cookout, rain, etc., and let the students work with it. Their word choices should improve through this exercise, and the transition to writing specific images and choosing colorful words for poems is easily made.

EDITORIALS: These are valuable in teaching children to have well-thought-out opinions. It helps them to learn to use facts to support a conslusion and encourages the expression of convictions.

RADIO AND TELEVISION SCRIPTS: There are many opportunities for writing mock radio or television scripts, In many instances these scripts are likely to give added impetus to units currently being studied.

INDIVIDUAL REPORTS: In pupil reports there is a good opportunity to individualize the difficulty level of the work. Each pupil will have something different as well as manageable to work on. Here the teacher must use skill to guide each child into appropriately challenging reports. Consult the accompanying worksheets on taking notes and paraphrasing.

SOCIODRAMA: The sociodrama is particularly useful in helping children analyze a problem that involves a group of people. The children assume the role of another person in acting out a problem situation. In this way they become actively involved with the problem rather than merely looking at it from the outside. They may even be able to take the place of a person who has an opposite conviction, which helos them see another's point of view.

INFORMAL DRAMATIZATIONS: The children can develop from impromptu dramatics a general motion of sequence of events. The very fact that they can ad lib the lines of a story makes it appear more natural than if they simply memorized the lines of a commercially written play.

DEBATES: Debates can be enjoyable and instructive for children even in the lower grades. They can be used to teach such things as public speaking, doing research, sticking to the point, and arguing logically. It is probably a good idea that even young children learn the proper form of a debate and practice it, with some necessary modifications, right from the beginning.

The general rules for conducting a debate are as follows;

1. The question for debate is stated in the form of a resolution.
2. Speakers are divided into 2 teams; an affirmative team which supports the resolution, and a negative team which opposes it.
3. There are generally 2 members of each side in a debate; that is, two people are on the affirmative side and two people are on the negative.
4. The general procedure for the debate is as follows:

    a. First constructive speech by affirmative team. (supporting the resolution and generally lasting 10 minutes. A shorter time should be allowed for younger debaters.)
    b. First constructive speech by negative team. (same time length, and NO mention of the other team's reasoning, arguments or facts can be made in this speech. The attacks are always made in the rebuttal speeches.)
    c. Second affirmative constructive speech
    d. Second negative constructive speech

    BRIEF RECESS

    e. First negative rebuttal speech (generally lasts 5 minutes and it is now that the arguments of the opposition can be called into question or refuted)
    f. First affirmative rebuttal speech. (same time, 5 minutes)
    g. Second negative rebuttal speech
    h. Second affirmative rebuttal speech
    i. Judges' decision --- is based on who argued the strongest case and NOT on with whom you might personally agree. This MUST be impressed upon the children; it can help them to become objective about listening to others and making decisions. They must learn to keep their own feelings out of a debate. In the same way, a debater must be able to argue either side of a question, regardless of on which side his personal beliefs lie.

A CLOSING NOTE Topics must be chosen so that they can be argued adequately from both sides and so that they are appropriate to the age group. A really well-chosen topic will require that research be done so that facts can be accurately stated and not simply guessed at, and so that the opposi opposition's arguments can be anticipated. This research part of the debate is absolutely vital above, say, the 6th grade. Bright youngsters can hahdle it at even lower grades.

A sample debate topic stated in proper form mught be,

> Resolved: The marking system C, S, and M can hinder a student's academic progress.

This topic can be handled by younger children because it cannot require much research. Older children should be given research-worthy topics that might deal with Red China in the U.N., Vietnam, Women's Liberation, Men's Liberation, Medicare, the draft, etc.

PANEL DISCUSSIONS: Panel discussions may take several forms. Some may function simply to report information or a point of view. This would be a committee report. In other cases two panels may function simultaneously to present opposing viewpoints as in a group debate. The teacher might want the class to decide which panel was more persuasive and a general discussion might follow. Each member of the panel should have a giveh responsibility so that the job of presentation is evenly distributed and the topic adequately covered.

PANTOMIME fits the tastes and talents of pre-adolescent boys and girls and they should have the fun pf practicing it, from time to time, in the classroom. It is an outstanding way for children to be associated with dramatics and to learn to appreciate non-verbal communication. It also affords an excellent opportunity for encouraging more timid children's participation. Perhaps, it is because they only havetto concentrate their efforts on one phase of acting, -facial expressions and body cohtrol, and they do not have to think of what the character says nor remember words. Anyway, it does appeal to all children. Also, improvised action is a short step to improvised dialogue, another activity.

Pantomimes should encourage large movement; subtle actions are difficult for the audience to comprehend.

Some simple active pantomimes might be: shoveling, climbing a tree, sailing a kite, skating.

Others, might emphasize how a person feels: someone old and unhappy, someone angry, someone excited.

Pantomimes continued

Pantomimes for Two - Have the children work in pairs. In this case they must have the opportunity to plan and talk over their act before performing in front of a group.

Some suggestions for these might be: a father teaching his son to shoot a bow and arrow, two children roller skating together, a mother feeding a baby, a dentist pulling a tooth from someone's mouth.

Group Pantomimes contribute to vocabulary building as the children think of adjectives to describe the actions of the characters. The rest of the class, the audience, could be asked to give synonyms for the character moods and actions.

Suggestions for group pantomimes: a group photographer tries to take a group picture of a harried father, a vain big sister, a clumsy brother and a very wiggily baby; a mother serving dinner to her family and waiting for each member of the family to express their oponions about it; several boys and girls at a carnival participating in different events.

Youngsters seem most eager to suggest their own pantomimes. Some of them may not be feasible and it should be explained why. Emotions may be too difficult to express, actions too complex, or movements too fine to recognize . For example, it is easy to pantomime eating, but much too difficult to pantomime a particular food, unless it happens to be corn on the cob, spaghetti or soup.

PHILOSOPHY OF AVON LANGUAGE ARTS

Each child is an individual with a unique rate and pattern of growth and should be taught on his own level, regardless of his age or the number of years he has been in school.

AIMS AND OBJECTIVES

1. To develop the ability to communicate with and understand others through the inter-relationship of:
    a. Listening
    b. Speaking
    c. Reading
    d. Writing
    e. Interpreting
2. To develop in each child a literary and social language which will be the tool to enable him to progress in other subject areas.
3. To develop creative, critical thinking, and self- evaluation in each pupil.
4. To develop basic skills sequentially.

A STUDY OF THE CONSONANT CLUES TO SYLLABICATION

We look at consonants and listen for vowel sounds -

1. A one-syllable word is never divided because we hear only one vowel sound.

Examples -

goat
speak
bus
love
raise

2. A compound word is divided between the words that make the compound word.

Examples -

some-thing
rail-way
play-mate
bean-bag
way-side
hill-side
milk-weed
pea-nuts
sail-boat
side-track
some-one
sun-shine
bee-hive
pan-cake
air-way
milk-man
smoke-house
tree-top
drive-way

3. When a word has s suffix(ending), it is divided between the root word and the suffix.

Examples -

fool-ish
end-ing
add-ing
go-ing
loud-ly

When the root word is changed before adding an ending -

1. Dropped final "e" - Divide between the shortened root word and the ending.

mak-ing
rid-ing
com-ing
slic-ing

2. Doubled final consonants - Divide between the two like consonants.

stop-ping
drop-ping
hop-ping
clap-ping

EXCEPTION - Suffix "ed"

Only if the consonant letters of "t" or "d" come before the "ed" suffix ending does that "ed" form a separate syllable.

Examples -

want-ed
hoot-ed
twist-ed
blind-fold-ed
expect-ed

dreamed
watched
crowned
stopped
named

Exception to
exception -
wick-ed

Two syllable root words with doubled final consonants and the "ed" ending.

Examples -

re-gret-ted
per-mit-ted
ad-mit-ted

in-ferred
oc-curred
pre-ferred
pro-pelled
com-pelled

Two syllable root words with dropped final "e" plus the "ed" ending -

com-pet-ed
sa-lut-ed
de-bat-ed

sur-prised
pre-pared
be-haved

4. When a word has a prefix (beginning), it is divided between prefix and the root word.

Examples -

dis-con-tent-ed
re-write
re-tie
de-port
de-part

un-tie
re-do
ex-change
ex-port

5. When two or more consonants come between two vowels in a word, it is usually divided between the first two consonants. (VC/CV)

Examples -

hap-py
sig-nal
gar-den

hop-ping
scam-per
win-ter

A consonant blend is usually treated as one consonant. (hun-gry, cel-e-bra-tion, im-ple-ments, dim-ples, a-stride, ap-plause)

A consonant digraph is always treated as one consonant. (cush-ion, fa-ther, moth-er, broth-er, to-geth-er, el-e-phant, tel-e-phone.) [Why? It takes both letters to make one sound.]

AUDIO VISUAL MATERIALS

Huckleberry Hill

Filmstrips

- Alice in Wonderland
- Consonant Sounds - Plural Possessive and Compound Words
- Consonant Sounds and Digraphs (ch-wh-sh-th)
- Daedalus and Icarus (Greek Myth)
- Damon and Pythias (Roman Myth)
- Dante (biographical sketch)
- Dickens (biographical sketch)
- Dumas (biographical sketch)
- Homer (Epics)
- Librarian (visit to a library)
- Mark Twain (biographical sketch)
- Mutiny of the Bounty
- Pandora
- Phaethon (Greek Myth)
- Phonics: A Key to Better Reading (long-short vowels - compound words)
- Poe, Edgar Allan (biographical sketch)
- Select the Right Words (Adjectives)
- Select the Best Title
- Shakespeare (biographical sketch)
- Some Words Mean Two Things
- Theseus (Greek Myth)
- Trojan Horse (Greek Myth)
- Vowel Digraph Sounds (ai-ay-oa-ea-ee-oo)
- Vowel Diphthongs and Vowels Influenced by R

Tapes

- Phonics (Trans) Easy Way To Difficult Sounds

Record:

- The Adventures of Tom Sawyer
- Ali Baba and the Forty Thieves
- Alice In Wonderland
- Folk Songs (French)
- Porgy and Bess (Gershwin) - West Side Story (Bernstein)
- Poetry
- The Call of the Wild
- Treasure Island
- Wizard of Oz

Tapes:

Card Catalogue

Dewey Decimal System

The Dictionary

The Encyclopedia

Introduction: The Library

Library Behavior

Reference Section

Recognition - Short a

Recognition - Short i

Recognition - Short o

Recognition - Short e

Recognition - Short u

Evaluation: Short Vowel Recognition

Building Sight Vocabulary

AUDIO VISUAL MATERIALS

Towpath

Filmstrips

- Fun with Sentences
- Rhyming Endings
- A Second Visit to Mr. Pronoun
- The Servants on the Third Floor: Mr. Conjunction Mr. Preposition and Mr. Interjection.
- Short Vowels
- The Singular and the Plural Mr. Noun
- Consonant Blends
- Digraphs
- Final Consonants D-K-M-N-F-T
- Fun with A-E-I-O-U
- Initial Consonants B-S-M-F-T
- Initial Consonants K-V-Y-Z-Q-X and Digraphs
- Intitial Consonants P-L-D-N-J
- Long Vowels
- Plural Possessive and Compound Words
- Vowel Diphthongs and Vowels Influenced by R
- Mr. Adjective: -Mr. Noun's Helper
- Mr. Adverb: Man of All Work
- The Name-Calling Mr. Noun
- The Possessive Mr. Noun
- Mr. Verb - Man of Action

School Library Series "The Card Catolog"
"The Encyclopedia"
"Look it Up: How to Use the World Book"

Roaring Brook

Filmstrips

- Origin and Meanigg of Words
- Reading Activities - Advanced
- Knowing and Selecting Words - Advanced
- Oral and Written Composition - Advanced
- Associating Facts and Ideas
- Related Reading Activities
- Visual Perception Skills
- Three Great Writers
- Literature and Famous Places

Filmstrips and Tapes

- "Bambi"
- "The Call of the Wild"
- "Captain Courageous"
- "Hans Brinker or The Silver Skates"
- "Kidnapped"
- "Swiss Family Robinson"
- "A Tale of Two Cities"
- "Tom Sawyer"
- "Twenty Thousand Leagues Under The Sea"

Film Loop

Ealing

1. Lighthouse
2. Hall of Mirrors
3. Airplane
4. Manikins
5. Story teller
6. Haunted House, Armor
7. Cave, Sam, Attic
8. Old Mac Donald's, House on Fire, Underwater
9. Door in Woods, Balloon

Films and Records

Limericks

Riddles

Barbara Frietchie

Casey At the Bat

Daniel Boone

Paul Revere's Ride

Short poems and Poem Starters

Introduction to Shakespeare

Tapes

Recognition - short a

Recognition - short i

Recognition - short o

Recognition - short e

Recognition - short u

Evaluation: Short Vowel Recognition

Building Sight Vocabulary - Tapes A-B-C-D-E-F-G-H

Techniques of Paragraph Writing

AUDIO VISUAL MATERIALS

Middle School

Filmstrips

Times and People Change Words

Words then and Now

Increase Your Stock of Words

Roots and Shoots; Words: Their Origin, Use and Spelling Series

Words and Your Work

The Right Word in the Right Place

Filmstrips - Sound

Sentence Patterns (8 filmstrips & 8 cassettes)

Tapes

orientation; diagnosis; and improving spelling skills

reel 1: Teacher Orientation; Diagnostic Materials Orientation

reel 2: Student Orientation; Diagnostic Tests - Level 1

reel 3: Diagnostic Tests Level II; Diagnostic Tests - parts 1 & 2

reel 4: Diagnostic Test - Initial & Final Consonants & Digraphs; Diagnostic Test - Initial and Final Blends

reel 5: Diagnostic Test - short & long vowels; Diagnostic test - vowel digraphs, other vowels

reel 6: Improving Spelling Skills - double consonants; Improving Spelling Skills - consonants & blends

reel 7: Improving Spelling Skills - short & long vowels - I; Improving Spelling Skills - short & long vowels II

reel 8: Improving Spelling Skills - spelling by syllables I; Improving Spelling Skills by Syllables II reel 9: Improving Spelling Skills - spelling by syllables - III; Improving Spelling Skills Spelling by Syllable - the Schwa.

reel 10: Improving Spelling Skills - spelling from the Root; Improving Spelling Skills - difficult vowel spellings.

Tapes

Short vowels and Consonants

reel 1: Short A; Short E

reel 2: Short I; Short O

reel 3: Short U; Short Vowel Sounds - review

reel 4: Initial & Final Consonants - 1
Initial & Final Consonants - 2

reel 5: K Sound; K Sound - Review

reel 6: S Sound; J Sound

reel 7: Consonant Blends with L
Consonant Blends with R

reel 8: Double Final Consonants; words with ND,NG,NK

reel 9: One Sound, Two Letters - part I TH
One Sound, Two Letters - part II SH & WH

reel 10: One Sound, Two or More Letters part III CH & TCH
Consonant & Short Vowel Sounds - Review

Long Vowels and Vowel Digraphs

reel 1: Short Words; Long A

reel 2: Long A - Review; Long E

reel 3: Long E; Long E

reel 4: Long E review; Long I

reel 5: Long O; Long O

reel 6: Long O Review; Long U

reel 7: Two Vowels Together; Two Vowels Together Review

reel 8: Vowel - Consonant - E Pattern; Open Syllables

reel 9: Words with IE or EI; Words with OU

reel 10: Words with OO; with EA

Other Vowels and Other Spelling Topics

421 Wor Tray 5 Word Endings

reel 1: Double Final Consonant - Adding ING
re
reel 2: Double Final Consonant - Adding ED;
Double Final Consonant - Adding Y, ER, EST

reel 3: Dropping Final E - Adding ING
Dropping Final E - Adding ING

q reel 4: Dropping Final E - Adding ED
Dropping Final E - Adding ER, EST

reel 5: Word Endings - ATION, ABLE
Word Endings - TION

reel 6: Word Endings - SION, ATION, ITION; ING

reel 7: Word Endings -ING; ED

reel 8: Word Endings -ER, URE ; FUL

reel 9: Word Endings -MENT; NESS, LESS, EN

Tapes

Prefixes, Plurals, Possessives

reel 1: Root Word Plus Prefix RE; RE

reel 2: Root Word Plus Prefix UN; PRE, PRO

reel 3: Root Word Plus Prefix EX; COM, IM, PER

reel 4: Root Word Plus Prefix A, CON, IN; AD, BE, DE

reel 5: Root Word Plus Prefix DIS, SUB;
Root Word Plus Prefix & Ending

reel 6: Plurals - Adding S

reel 7: Plurals - Adding S & ES

reel 8: Plurals - Adding ES, Irregualr Plurals

reel 9: Plurals - Changing Y to IES

reel 10: Singular Possessives, Possessive Adjectives; Plural Possessives

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Special Spelling Topics

reel 1: Compound Words

reel 2: Compound Words

reel 3: Compound Words; Abbreviations

reel 4: Contractions

reel 5: Silent Letters

reel 6: Synonyms

reel 7: Antonyms

reel 8: Words Ending With LE, Parts 1 & 2

reel 9: Words Ending with AL, EL;
Words Ending with EN, IN, ON

reel 10: Words Ending with ER, AR, OR

Tapes

Homonyms & Big Demons

reel 1: Homonyms 1; 2

reel 2: Homonyms 3; 4

reel 3: Homonyms 5; 6

reel 4: Homonyms 7; 8

reel 5: Homonyms 9; 10

reel 6: Big Demons 1; 2

reel 7: Big Demons 3; 4

reel 8: Big Demons 5; 6

reel 9: Big Demons 7; 8

reel 10: Big Demons 9; 10

LANGUAGE ARTS GLOSSARY

Where Specialized Terminology Is Used With Children

Level 13

digraphs
dialect
stress
base word
antonyms
idioms
puns
alliteration
mood
onomatopoeia
pronunciation key

Level 14

dipthongs
schwa
synonyms
metaphor
parody
simile
conotation
denotation

Level 15

conosant cluster
homophone and homograph
homonym
climax

Level 16

juncture
acronym
slang
personification

Level 17

cliche
atlas

Level 18

transformation
exaggeration

Level 19

morpheme
jargon
SQ3R
inflectional morphemes
derivational morphemes
hyperbole

Level 20

footnote
conjunctions
modals
dialogue
participle

Level 21

appositives
proverb
metaphoric compound
negative transform

Level 22

recursive transform

LANGUAGE ARTS GLOSSARY (cont.)

Level 23

auxiliary verb phrase
restrictive clause
non-restrictive clause

Level 24

Level 25

passive transformation

Level 26

speeded reading

Level 27

LANGUAGE ARTS GLOSSARY

Acronym - A word formed from the initial letters of a word phrase. Ex. UNICEF - United Nations International Children's Emergency Fund.

Alliteration - The repitition of initial consonant sounds in two or more neighboring words. Ex. from friendly fields

Appositive - An explanatory phrase after a noun. Ex. Arthur, my brother, brought me the sword.

Auxiliary - A structure in the verb phrase that contains the tense a sentence has.

Comprehension - The process of critical and thoughtful reading.

Conotative Words - Words whose meanings suggest good impressions.

Denotative Words - Words whose meanings suggest bad impressions.

Derivational Morphemes - Make base words into other kinds of words.

Dialogue - Conversation between two or more persons

Exaggeration - Overstatement Ex. He was scared to death

Glided Vowel Sound - One which is begun at one place in the mouth but is concluded at another. The tongue usually rises.

Homographs - Words that have the same spelling but different sounds and meanings. Ex. tear and tear

Homonym - Words that have the same name but different meanings.
Ex. 1. He has a ball and bat.
2. John can bat the ball.

Homophones - Words having the same sounds but different meanings and spellings Ex. deer and dear

Hyperbole - Extended exaggeration

Inflectional morpheme - Expresses an idea such as past tense possessive or plural

Juncture - A pause in a sentence for meaning, frequently marked by punctuation.

Kernal Sentence - The simplest form of a sentence. Ex. Boys smile.

Marker - A letter which indicates the phonemic representation of one or more other graphemes, sometimes at some distance away; or an affix that marks a word as a particular part of speech such as able, an adjective marker, and ling, a noun marker.

Metaphor - A comparison that is made without using the words like or as. Ex. The boy was a pig when he ate.

Metaphoric Compound - Two or more words joined together to create an image and make a comparison. Ex. whale - road
swam - boat

LANGUAGE ARTS GLOSSARY (cont.)

Modal - One of the words may, can, will, shall, must. The first four of these have the past tense forms might, could, would, should.

Morpheme - A single piece of meaning expressed by a word or a part of a word.
Ex. cat = one morpheme
cats = two morphemes cat + plural

Morphology - The study of word structure and word formation

Negative Transform - The process of making an affirmative sentence negative

Non-Restrictive Clause - Does not limit or restrict the word to which it refers.

Onomatopoeia - Words that imitate or suggest sounds. Ex. cuckoo, boom

Parody - An imitation of other writing for comic effect. Ex. It is the late dragon that catches the knight. Original Proverb: The early bird catches the worm.

Participle - The form of a verb or "be" used after the word "have."

Personification - Giving inanimate objects, ideas or feelings qualities of living people or animals. Ex. The icy fingers of winter pinched his toes.

Phonology.- The study of sound structure of our language.

Proverb - A brief saying that conveys a popular message. Ex. The early bird catches the worm.

Pun - A play on words. Ex. After breaking the windows, he had pains in his hands.

Recursive Transformation - Transformations applied more than once in a sentence.

Restrictive Clause - Single out or restrict the meaning of the noun phrases to which it refers.

Rhetoric and Literary Skills - The analysis of literary forms and models, and the stylistic devices employed by writers.

Semantics - The exploration of meaning assigned to words and groups of words.

Simile - A comparison that is made using the words like or as.

SQ3R - A method of study.
Survey - overview headings, subheading and summaries
Question - Student decides on purpose for reading material
Read - Read at rate appropriate for specific material
Recite - student mentally recalls main ideas of reading material
Review - review material read

Stress - In each word one syllable receives a stronger accent than the others. This is called primary stress. Ex. pan´ic

Study Skills - The development of the resources for self - instruction.

Syntax - The study of grammatical structure.

LANGUAGE ARTS GLOSSARY (cont.)

Transformations -
- a. Adjective - Combining two sentences into one by inserting an adjective.
- b. Negative - Changing an affirmative statement negative.
- c. Question - Changing a statement into a question
- d. Relative Clause - Combining sentences by using who, which, that, and, or, but.

Unglided Vowel Sound - One in which the tongue does not rise from one level to another. The unglided vowel sounds are (ae) as in cat, (e) as in pet; (i) as in pin, (a) as in father, (ə) as in nut, (u) as in put, and (ɔ) as in saw.

COMPOSITION CORRECTION SYMBOLS

AVON PUBLIC SCHOOLS

SYMBOL	INTERPRETATION
H	Heading Error
Sp	Spelling Error
∧	Word or Phrase Omitted
¶	New Paragraph Needed
P	Punctuation Error
O (around letter)	Capitalization Error
←———	Line Should Begin At Margin
———→	Indent Line
SS	Sentence Structure Error
Gr	Grammatical Error
Syl	Syllabication Error
Ms	Messy Paper or Manuscript Error
NC	Not Clear
Inc	Incomplete work or Incomplete Idea
Pro Ref	Unclear or Incorrect Pronoun Reference
W	Poor Word Choice or Vocabulary Error
T	Tense Error

TEACHER REACTION SHEET*

Level Taught: ________________

Type of Group: ________________

Material Used:

Reaction:

*This sheet is to be completed at the end of the level and given to the Reading Department.